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ABSTRACT

Outcome Based Education (OBE) is a holistic process for districtwide educational improvement. The Outcomes Driven Development Model (ODDM) is a means of implementing OBE that is used in 16 states and more than half of Utah school districts. A study of the impact of OBE in Utah reviewed grant applications and awards as well as state and district reports. More than 300 interviews were held with board members, administrators, teachers, support staff, and students. Questionnaires were also distributed to administrators at the district and school levels and to staff. Questionnaire returns were received from 34 districts, 437 schools, and more than 7,400 teachers. Administrators surveyed in 1987, 1989, and 1990 perceived an increase in the implementation of OBE. Also, some OBE components, such as comprehensive planning, were more completely implemented than others, such as community participation. The survey of faculty in the state revealed more than half of them had received OBE training. Some improvement areas principals and teachers attributed to OBE included time management, direction and commitment, lesson plans, goal setting, curriculum, awareness of student needs, teaching styles, and discipline problems. A higher level of OBE implementation also was found in ODDM districts. In conclusion, OBE has made a major impact on education in Utah, and it has been adopted by most educators. (JPT)

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OBE IN UTAH

A Study of Outcome Based Education in Utah

Executive Summary
and
Report and District Data

prepared by

Research and Development Consultants

Salt Lake City, Utah

1991

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OBE IN UTAH

EXECUTIVE SUMMARY

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EVALUATION OF OBE IN UTAH
EXECUTIVE SUMMARY

In response to concerns about education during the late 1970's and through the 1980's, educators and legislators in every state have embarked on some type of school reform or restructuring effort. These reforms have ranged in scope from statewide efforts for totally restructuring public education to modest classroom improvements in teacher effectiveness. Most of these reforms embrace one or more components of what is currently called Outcome Based Education (OBE).

OBE is a wholistic process for district wide improvement of education. Student learning outcomes are established, and all activities needed to achieve these outcomes are undertaken. OBE requires well-grounded decision making and action at all levels, from the school board to the student. Eleven basic elements of OBE have been used in surveys of OBE by the State Office of Education (See Table 1).

The Outcomes Driven Development Model (ODDM) is a process for implementing OBE which is used in 16 states and more than half of Utah school districts. ODDM was developed and tested in Johnson City, New York. Because it has demonstrated substantial teacher and student achievement benefits, it has been validated by the U.S. Department of Education. It is the only OBE program to be validated and approved for national dissemination by the U.S. Department of Education.

State funding of OBE began in July 1985, when $500,000 appropriated by the Utah State Legislature was allocated on a formula basis to each district. Since 1987 there has been competitive as well as formula based funding. In fiscal year 1990, a total of $1,098,000 was available for both types of grants. OBE programs are coordinated and grants are administered by the State Office of Education. Many OBE training and planning activities are cooperatively planned and sponsored by local districts, especially members of the ODDM Consortium. In addition to providing funding to local districts, the State office assists in the planning of a wide variety of inservice training related to OBE and provides an important catalyst to coordinate planning by local districts.

In order to study the impact of OBE, all previous and current grant applications, grant awards, and state and district reports were reviewed. Over 300 interviews were held with board members, administrators, teachers, support staff and students. Three questionnaires (district, school and staff) were developed and distributed. For district administrators the questionnaire gathered information and opinions regarding progress in implementing OBE. For school administrators, the questionnaire asked about staff training, staff involvement in OBE and the effects of OBE on education. For teachers and similar staff, the questionnaire centered on attitudes, opinions, beliefs and perceived effects of OBE. A sample of teachers were asked to provide more detailed classroom information on the effects of OBE. Finally, educators were asked to provide evidence of student achievement that could be attributed to OBE. Interviews were held in all 40 districts. Questionnaire returns were received from 34 districts, 437 schools, and more than 7400 teachers. Some districts provided data from all schools and almost all teachers, whereas others provided data from a small sample of schools or none. It should be noticed that these are large, but not random samples. Eleven districts provided student achievement data.

"A SHIFT IN FOCUS" (SIF) AND OBE

The Utah State Board of Education approved the strategic plan, "A Shift in Focus" (SIF), as a strategy for the direction of education in the state of Utah. The professional staff interviewed during this study saw a close correspondence between OBE and SIF. Among perceived similarities were:

- both focus on the student rather than the school system itself
- for both, change should be based on current research
- both involve systems which are wholistic in the sense that all activities at all levels have a single focus, i.e., meeting student needs
- the terminology used in both is often the same, e.g., 'empower', 'outcome-driven', and 'enable'

There are differences as well as similarities between OBE and SIF. Differences included:

- SIF calls for "student guarantees" to be developed by the Utah State Board of Education and each local district would be held accountable to meet these "guarantees" whereas OBE calls for student outcomes to be developed by the local district
- SIF states specific goals, objectives, and roles for restructuring the educational system whereas OBE is prescriptive only in terms of the process to guide restructuring and leaves specific goals and objectives to the local district
- SIF was developed by a blue-ribbon panel of educators whereas OBE, ODDM in particular, was developed in school districts and tested in the school and classroom.

The ideas of empowering students and restructuring (not simply altering) the system based on research are at the heart of OBE and SIF.

DISTRICT OBE QUESTIONNAIRE

The Utah State Office of Education conducted two surveys of administrator perception of implementation of OBE. These studies, completed in the Fall of 1987 and 1989, were replicated in the Spring of 1990. A partial summary of the results is reported in Table 1. The first column lists eleven components of OBE that have been identified in the literature and have been found in state surveys of implementation of OBE. The final three columns of Table 1 report the progress in implementation of OBE as perceived by district administrators. It can be seen from Table 1 that for each of the eleven components surveyed, administrators see an increase of implementation in OBE. Also, it can be seen that some components, such as comprehensive planning, are more completely implemented than other components such as community participation.

TABLE 1
ADMINISTRATORS OPINION OF PERCENT IMPLEMENTATION OF OBE

Components of OBE	Fall 87	Fall 89	Sprg 90
A. Belief system: commitment of staff to beliefs compatible with focusing all efforts on student outcomes and with the principle that virtually all students can learn well	54%	54%	69%
B. Instructional process: Uses an instructional process incorporating mastery learning, mastery teaching, and is based on research	40	54	65
C. Instructional delivery system: each student works on appropriate tasks which leads to certification of achievement when mastered	30	50	60
D. Information management system: uses a criterion-referenced information system for planning student programs and evaluation	40	49	61
E. Aligned curriculum: uses curriculum aligned the state core to support aligned instruction based on learning outcomes	60	65	78
F. Community participation: uses community participation and parental involvement in planning and implementing school programs	32	45	58
G. Comprehensive planning: uses a comprehensive planning process to guide school improvement	40	60	80
H. Resource leveraging: uses pooling and focusing of human and financial resources	52	65	75
I. Staff development: training focuses on student outcomes and benefits as specified in a master plan	52	61	74
J. Renewal: uses continuing process of program and staff renewal based on current research	50	57	70
K. Evaluation: uses quality control to monitor the implementation of OBE.	*	49	61

* not surveyed in Fall 87

SCHOOL OBE QUESTIONNAIRE

Data from the school questionnaire indicate that more than half of the total faculty in the state have received OBE training. Over the last five years, staff members have received OBE training on an average of three OBE component areas per year. Substantially more training has taken place at the elementary level than the secondary level. The most common areas of training were as follows:

- Mastery learning and mastery teaching
- Cooperative learning
- Transformational leadership
- Planning and evaluation
- Community support

Principals estimated that almost three out of four teachers were involved in some aspect of OBE. When asked to indicate what improvements could be attributed to OBE, principals identified several areas. The most frequently mentioned were as follows:

- Curriculum alignment with objectives and measures
- Teacher cooperation and teamwork
- Use of the state core curriculum
- Instructional quality
- Student achievement

OUTCOME BASED EDUCATION OBE QUESTIONNAIRE (Staff)

This questionnaire asked staff members about attitudes, beliefs, and needs related to OBE. The staff questionnaire was mailed or hand-delivered to all staff in the state with the following exceptions: 1) one district opted not to distribute the questionnaire and 2) one district opted to distribute the questionnaire to a sample (about 15%) of schools. More than 7,400 questionnaires were returned. This represents approximately 40 per cent of the educators in the state.

A principle components factor analysis yielded one factor which accounted for 47% of the variance. Because of the high percent of variance accounted for by the first factor, a mean score for the questionnaire was calculated. The reliability of the mean score was .95 (Cronbach's α) indicating a high degree of unity among the 19 items.

The mean scores were as follows:

Elementary - 4.15
Secondary - 3.86
Statewide - 4.03

All means were significantly ($p. < .001$) above the midpoint of the six point scale which is 3.50. The elementary grade level mean is significantly higher ($p. < .001$) than the secondary grade level mean. The magnitude of this difference is large ($s.d > .8$). A more detailed analysis of individual items is provided below under "Implementation Level".

CLASSROOM DATA SHEETS

Principals and teachers attributed many student benefits to OBE. These included:

- Better student achievement and grades
- Higher student self esteem
- More students becoming self directed learners
- Better student attitude toward school
- More cooperation between students
- Better understanding of expectations
- Better study habits and less waste of time
- Less student fear of failure

Principals and teachers attributed many professional staff benefits to OBE. These included:

- Better time management
- Better direction and greater commitment
- More detailed lesson plans
- Better goal setting and clearer objectives
- Helped in aligning curriculum with state core
- Teachers are more aware of student needs
- Knowledge and use of different teaching styles
- Fewer discipline problems

IMPLEMENTATION LEVEL

A measure of implementation of OBE was derived for each of the 34 districts providing the required questionnaire data. This score was based on a weighted combination of eight variables from the school and staff questionnaires. The OBE implementation score correlated well with information based on the interview data and ratings by the State OBE Specialist. Districts for which data were available were ranked by level of implementation and the top ten and bottom ten implementing districts were identified. Contrasts involving the top ten and bottom ten implementing districts make up many of the observations reported below.

There is a significantly higher level of implementation of OBE in ODDM districts. All but one of the top ten implementing districts in the state use the ODDM approach to OBE, and only one of the bottom ten implementing districts uses ODDM. This means that results related to contrasts between top ten and bottom ten implementing districts are essentially contrasts between ODDM and non-ODDM districts.

Statewide, almost all elementary educators agree with the principles and practices of OBE and have a positive attitude toward OBE. Only six percent definitely disagree with the principles and practices of OBE.

The elementary educators in the top ten implementing districts almost all agree with the following:

- OBE principles and practices;
- They have a positive attitude toward OBE;
- They understand the principles and practices of OBE;
- Varying the time for learning is a good idea;
- A teacher should determine whether a student has the prerequisite skills;
- Students have a positive attitude toward OBE;
- Students have benefited from OBE;
- Student outcomes have been determined for the district and have been publicly stated;
- Teachers and administrators have already or will in the future change their job behavior as a result of OBE.

Even in the bottom ten implementing districts, a large majority of elementary educators agree with the statements above.

Virtually none of the elementary educators in the top ten implementing districts definitely disagree with the principles and practices of OBE and 76% definitely agree. This means that for every educator in the top ten districts who definitely disagrees, there are 76 educators who definitely agree. Even in the bottom ten implementing districts, only 11% of elementary educators definitely disagree. Statewide, about eight elementary educators definitely agree for every one who definitely disagrees.

The differences in agreement with principles and practices of OBE between top and bottom ten implementing districts at the elementary level are about 30% on the average. The largest difference is 52% in the area of "understanding the master plan and mission statement." The smallest difference is 13% in the area of "agreement with principles and practices of mastery learning."

Statewide, an overwhelming majority of the elementary grade teachers are:

- Involved in OBE
- Using mastery learning
- Using mastery teaching
- Using criterion-referenced information systems
- Using research based information

In addition, a majority of the elementary schools statewide have a core team.

In the top ten implementing districts, nearly all teachers are involved in all five items listed above, and almost all schools have a core team. In the bottom ten implementing districts, a bare majority of the teachers are involved in the items listed above, and slightly less than a majority of the schools have a core team.

Results are similar for secondary grades. For secondary grades, there is a difference of about 30% on the average between top ten and bottom ten implementing districts in their agreement with the principles and practices of OBE. As with the elementary grades, the largest difference (43%) was in the area of "understanding the master plan and mission statement," and the smallest difference (11%) was in the area of "agreement with the principles and practices of mastery learning."

Elementary educators are, however, more positive about OBE than secondary educators. The difference is about 8% on the average. The largest difference (13%) is in the area of "agreement that students have a positive attitude toward and have benefited from OBE," and the smallest difference (2%) is in the area of "agreement with the principles and practices of mastery learning."

For the top ten implementing districts:

- Six showed significant gains (1985 to 1990) on standardized achievement tests
- One did not provide data
- Three showed no significant gains

For the bottom ten implementing districts:

- Nine did not provide data
- One showed no significant gains

CONCLUSIONS

The majority of states have embarked upon school reform efforts that are similar to OBE as described in this report. Utah is unique in the extent to which OBE has been implemented, with all districts using OBE to some degree, and over half the districts using ODDM as their method of restructuring the school system.

OBE has made a major impact on education in Utah since State funding and coordination began in 1985. The beliefs, attitudes and practices associated with OBE have been adopted by most educators in the state. More than half of the professional educators in Utah have received extensive training in OBE.

A number of "defining characteristics" of OBE have been identified and discussed in this report. Although the core characteristics are widely understood and accepted by Utah educators, other important components of OBE are not widely understood and accepted.

It would appear that "OBE," as defined herein, and "SIF" are not only compatible, but complementary in theory and approach. This conclusion is based upon both an analysis of "SIF" and "OBE" and the perception of Utah educators interviewed in this study.

More and more educators, especially teachers, are beginning to realize that it is important to test what is being taught. To this end, most districts are aligning their academic curriculum with Utah's Core Curriculum, developing their own criterion referenced tests, or using the state's end of level tests to determine whether satisfactory student progress is being made.

Among other conclusions are:

- Implementation of OBE generally requires a restructuring of the entire educational system and consequently takes a significant period of time.
- There is higher level of OBE implementation in districts which have adopted ODDM as a development model than in other districts.
- There is higher level of OBE implementation in smaller districts.
- There is higher level of OBE implementation in elementary schools.

- Virtually all staff in districts with a higher level of OBE implementation agree with the principles and practices of OBE and have a positive attitude toward OBE.
- Virtually none of the staff in districts with a higher level of OBE implementation either disagree with the principles and practices of OBE or have a negative attitude toward OBE. Virtually all educators in the state agree with the principles and practices of mastery learning.
- Although the evidence is limited, it appears that districts with a higher level of implementation of OBE also demonstrate higher student achievement gains.

RECOMMENDATIONS

The following recommendations are based on information obtained from the OBE literature, OBE grant applications and reports, and interviews and questionnaires from the current study:

- The State should continue coordination of OBE.
- The State should continue to specifically earmark financial support for OBE.
- Funding for district projects should be contingent on a well-articulated plan.
- Funding for district projects should be contingent on an acceptable evaluation plan.
- Funding should be on a progressive basis, i.e, districts must show evidence of satisfactory progress on current OBE activities before the issuance of new grants.
- The State Office should continue in the planning and coordination of inservice training related to OBE.
- The State Office should identify and certify at least one OBE demonstration site.
- The State Office should develop a cadre of mentoring teachers for OBE.
- The State Office should make a concentrated effort to expand the implementation of OBE at the secondary level.
- The State Office should strengthen the support system for large districts wishing to implement OBE.
- Institutions of higher education should offer preservice and inservice teacher training in the principles and practices of OBE.
- In offering preservice and inservice training in the principles and practices of OBE, institutions of higher education should model OBE practices

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In response to concerns about education during the late 1970's and through the 1980's, educators and legislators in every state have embarked on some type of school reform or restructuring effort. These reforms have ranged in scope from statewide efforts for totally restructuring public education to modest classroom projects to improve teacher effectiveness. Most of these reforms embrace one or more components of what is currently called Outcome Based Education (OBE).

OBE can be characterized as a process for change. Student learning outcomes are established, and then any and all changes necessary to achieve these outcomes are made. Thus, OBE is a results-oriented process. The OBE process is wholistic since all activities must focus on achievement of the established student learning outcomes. If one part of the process breaks down or is lacking, then the whole is at risk.

THE OBE MOVEMENT

OBE is a movement rather than a program. The movement is characterized by the idea that "virtually all students can learn well what the schools want them to learn." The school community is responsible for defining or formulating criteria for the following:

1. "virtually all students"
2. "learn well what the schools want them to learn."

Once these definitions or criteria have been specified, they become the goals and objectives of the relevant educational unit (district, school, and/or classroom). All decisions made and actions taken by the members of the relevant educational unit must further the goals and objectives specified. If an activity clearly does not further the goals and objectives of the educational unit, then it should be dropped, or justification should be provided regarding the advisability of an activity which does not further the unit's goals and objectives. Since all decisions made and actions taken in the name of an educational unit must further the established aims, OBE is wholistic and systemic.

There have been many articles discussing the "defining characteristics" of OBE. For example, in the Summer 1986 edition of "Outcomes: A Quarterly Journal of the Network for Outcome-Based Schools," Jones, et al present a report detailing "the results of the national survey we undertook to identify successful OBE programs." In this report, Jones et al state the following (front page):

> Outcome-Based Education has evolved over the past ten years into a comprehensive framework for school improvement (Spady, 1982). Outcome-Based Education (OBE) incorporates principles of mastery learning (Block and Anderson, 1975; Bloom, 1976) and competency-based schooling (Spady, 1977; Spady and Mitchell, 1977; Mitchell and Spady, 1978).
>
> The defining characteristics of OBE include: (1) a philosophy which states that instruction can be organized so that virtually all students can learn the outcomes embodied in the curriculum; (2) a curriculum specified in terms of goals and objectives; (3) an instructional strategy which adjusts learning time and opportunity to enable students to reach those goals and objectives successfully and (4) an assessment system capable of providing evidence of student mastery or non-mastery of the curricular goals and objectives.

In an earlier edition of "Outcomes" (Spring, 1986) Barber asks the rhetorical question, "Outcome-Based Education/Mastery Learning: What is It?..." In answering the question posed, Barber presents (page 2) the following "critical components."

> When implementing OBE/ML programs, staff must be trained and fully understand the following critical components:
>
> 1. OBE/ML is goal based and data driven.
>
> District goals are discussed and agreed upon by all district staff members. These goals are derived from current empirical research data about how the most effective schools are organized and run. These goals are published for all members of the school organization: staff, students, parents, community, etc. These goals become a screen through which all decisions are made and practices are demonstrated.

2. Curriculum is derived from learning goals.

Curriculum is aligned with school goals. All curriculum is stated in operational terms (i.e., outcomes) and designed with the intent that all students will master the outcomes. Curriculum dictates that teachers will promote higher order thinking and problem solving in their teaching, student practice and assessment.

3. Instruction:

- is diagnostic - prescriptive
- uses time in a flexible manner
- uses criterion-referenced assessment
- provides multiple opportunity for learning to occur

The "what" of teaching is dictated by the curriculum; the "how" of teaching is dictated by the teacher after looking at individual student achievement data. All students are expected to perform mastery of the pre-determined expectations (i.e., the district curriculum). Those who do not master are provided additional time and alternative teaching/learning opportunities until they do master the desired learning.

The most well-articulated example of OBE is the Outcomes Driven Developmental Model (ODDM). ODDM was developed and tested in Johnson City, New York. Because testing showed substantial benefits in terms of student achievement and other student outcomes, the ODDM process was validated by the U. S. Department of Education and is now in the department's National Diffusion Network (NDN). ODDM is the only OBE model to receive validation by the U.S. Department of Education. The ODDM process is currently in use in 16 states nationwide. The following description of ODDM is taken from "The Outcomes-Driven Developmental Model: A Program for Comprehensive School Improvement" (1990, pages 12-14).

ODDM adopters must implement nineteen key elements. The basic requirements for each of these elements are below.

1. RESEARCH LITERATURE. Each adopter must agree to make all decisions in accordance with the best research literature... They must establish and maintain a significant and continuing involvement with the research literature.

2. MISSION. Each adopter must arrive at a simple, clear, and brief statement of its mission. They must ensure that all members of the school community, including students and parents, understand the mission. They must also ensure that there is general agreement on the mission.

3. STUDENT OUTCOMES. Each adopter must identify the outcomes or exit behaviors it wants for each and every student. The statement must be detailed enough so that the behaviors are clear. The exit behaviors or outcomes must also serve as a guide for all members of the school community when they make decisions that affect these outcomes. The statement must be published, understood, and endorsed by all.

4. PHILOSOPHICAL BASE. Each adopter must arrive at a set of philosophical principles that will guide all actions and decisions. This philosophical base must be published and endorsed by all. It will...be arrived at through discussion, deliberation, and participation by all members of the school community. All can influence this base but those opinions that have validity in the research literature will wield the greatest weight.

5. PSYCHOLOGICAL BASE. All adopters must arrive at a psychological base that will be published and adhered to by all members of the school community.

6. TRANSFORMATIONAL LEADERSHIP. All administrators must receive training in transformational leadership, understand its concepts, and engage in specific leadership behaviors. All professional members of the district must have a familiarity with transformational leadership...

7. STAFF DEVELOPMENT MODEL. All adopters must develop and implement a staff development model that has a focus, training process, change process, and a plan for program diffusion.

8. COMMUNICATIONS NETWORK. All adopters must establish a communications network that promotes the flow of information and ideas throughout the school community and into the community in general.

9. PROBLEM-SOLVING PROCESS. All adopters must adopt a problem-solving process that is understood and endorsed by all. All members of the school community must know how to participate in the problem-solving process.

10. CHANGE PROCESS. All adopters must develop an understanding of the components and process for effective change. All members of the school community will be trained in the change process but administrators will receive more intensive training.

11. CLIMATE IMPROVEMENT MODEL. All adopters must arrive at a model for climate improvement that deals with the critical climate factors.

12. MANAGEMENT MODEL. All adopters must develop a management model that satisfies the requirements of modern management practices.

13. INSTRUCTIONAL PROCESS. All adopters must arrive at a basic instructional process that incorporates the essentials of good teaching and learning. The process will be used by all teachers and administrators.

14. CURRICULUM ORGANIZATION. All adopters must organize their curriculum in a manner that supports the instructional process.

15. SCHOOL PRACTICES. All adopters must arrive at an agreement regarding three critical school practices: the certification of student learning, the use of time, and the assignment of students to groups.

16. CLASSROOM PRACTICES. All adopters must arrive at a set of regulations for ten critical classroom practices: testing, grading, re-testing, homework, incompletes, discipline, correctives, attendance, review, and enrichment. These practices will be arrived at, endorsed, and engaged in by all members of the school community.

17. ORGANIZATIONAL STRUCTURES (OPTIONAL). All adopters will receive information on various approaches to grouping students. How they decide to group students is their decision...

18. BOARD POLICY. The board of education for an adopter must arrive at a concise statement of policy that guides the actions of all members of the school community... The only statement of policy that the ODDM staff will insist upon is that all decisions be made in accordance with the best research literature.

19. BOARD SUPPORT. For ODDM to be successful the board must provide support in many and varied ways. They must, for example, be fully informed about ODDM, their mission statement, the student outcomes, the

philosophical base, and other areas. They do not have to be experts but they have to know enough to ask the right questions and to understand the responses. The board must engage in actions that support their policy.

20. PUBLIC SUPPORT. All members of the adopter's staff must receive training on how to establish and maintain the support of the various elements of the public... The support of all must be deliberately cultivated.

21. NETWORKING (OPTIONAL). All adopters will receive training in how to engage in effective networking.

The OBE movement in the examples above provides a liberal amount of discretion as regards decision making about a variety of matters. For example, the educational unit of involvement for some "programs" is the district. Some "programs" identify the school as the unit and some the classroom. To further complicate matters, some districts identify the district as the ultimate unit of involvement but have a master plan which requires initiation of OBE at the classroom level and then the school level before moving to the district level.

OBE is characterized by some form of competency-based student outcomes, whether called mastery learning or something else. Besides the ongoing problem of appropriate measures, one of the major difficulties is in specifying what happens to a student when he/she does not achieve mastery. How many times can a student take the "test?" Can a student be "held back?" If mastery is interpreted as having the necessary prerequisite skills to move on to the next level (or out into the real world), then it might not make any sense to pass a student on until that student demonstrates (mastery) competency. On the other hand, if mastery is interpreted as a level beyond what is needed, i.e., even more than is needed, then it might make sense to pass the student on even though mastery has not been achieved.

RECOMMENDED READINGS

To become more familiar with the concept, philosophy and varied implementation of OBE, R&D staff conducted a literature review through an ERIC search. It soon became apparent that the body of literature dealing specifically with OBE was sparse and confined to a small number of publications. To compensate, the search was expanded to include literature related to "school improvement", "school reform movement", and "effective schools." This strategy led to the accumulation of a large body of literature, much of which was only minimally related to OBE. In consultation with the State OBE Specialist and the OBE oversight panel, it was agreed that the literature review be limited to philosophies, programs, and practices dealing with components directly related to OBE as defined above. A summary of this literature review can be found in Appendix A. These references have been coded according to the following scale:

* introductory readings, includes some history, philosophy, and component descriptions and definitions of OBE

** includes descriptions of OBE implementations under various conditions and sites

+ includes ODDM-specific readings (may be some overlap with "*" above)

+ + includes OBE-related readings on such topics as mastery learning/teaching, cooperative learning, site-based management, certification, and other areas covered in "School Reform" and "Effective Schools" literature.

OBE IN UTAH

State funding of Outcome Based Education (OBE) began in July 1985, when $500,000 appropriated by the Utah State Legislature was allocated on a formula basis to each district. Every year since then, funding has been available. Since 1987 there has been competitive as well as formula based funding. In fiscal year 1990, a total of $1,098,000 was available for both types of grants. OBE programs are coordinated and grants are administered by the State Office of Education.

Many OBE training and planning activities are cooperatively planned and sponsored by local districts, especially members of the consortium of twenty-one ODDM districts. This consortium is comprised of district superintendents, building level administrators, and representatives of core teams, including teachers.

In addition to providing funding to local districts, the State office assists in the planning of a wide variety of inservice training related to OBE and provides an important catalyst to coordinated planning by local districts.

DEFINING CHARACTERISTICS OF OBE

"For two days I've heard you all . . . talk about outcome-based education and mastery learning . . . I've heard descriptions, what to do, what not to do, etc., but I still have to hear what it is. Please, tell me what 'It' is!" This quote, taken from an article in "Outcomes" (Spring, 1986), exemplifies the attitude of the majority of Utah educators who are not using ODDM.

In the tentative rules for outcome-based education programs for 1987-88 funding, the following definition of "OBE" was presented:

> "OBE" means Outcome-based Education: a system based upon a sound, planned, systematic approach for improving and maximizing learning conditions for all students. This approach includes the following components:
> 1. publicly determined and stated learning outcomes for all students . . .;
> 2. an assessment system which documents, records, reports, and awards credit for student achievement;

3. alignment of curriculum outcomes, instruction, and assessment;
4. a systematic process for planning and providing instruction appropriate to each student for engaging the student until learning outcomes are achieved;
5. a system which allows students to demonstrate, and receive credit for, achievement of outcomes at any time;
6. staff development to implement new approaches; and
7. appropriate logistical support.

The current definition of OBE at the state level is:

> Outcome-based Education (OBE) is a comprehensive approach to school improvement and improved student learning. While there are many potential components, those making the greatest difference include:
>
> 1. a wholistic, comprehensive approach focusing all system components on achievement of desired learning outcomes;
> 2. use of the best available information from research and practice;
> 3. cooperative teamwork among all; and
> 4. a systematic, systemic approach.
>
> Outcome-based schools believe, based on research and practice, all students can learn well. They foster a climate which continuously affirms the worth of all students, strengthens self-esteem and learning, and results in more positive and more productive behavior.
>
> OBE is not business as usual, nor is it the same as any other existing program, although it overlaps the best elements of some effective programs. OBE is not a program for testing new ideas, but a developmental program for applying principles and processes which have proved they are among the best in improving student learning.

This current definition is approximately the same as other "defining characteristics," "critical components," or "key elements" described above on pages 2 through 5.

"A SHIFT IN FOCUS" (SIF) AND OBE

The Utah State Board of Education approved the strategic plan, "A Shift in Focus" (SIF), as a strategy for the direction of education in the state of Utah. The professional staff interviewed during this study saw a close correspondence between OBE and SIF. Among perceived similarities were:

- both focus on the student rather than the school system itself
- for both, change should be based on current research
- both involve systems which are wholistic in the sense that all activities at all levels have a single focus, i.e., meeting student needs
- the terminology used in both is often the same, e.g., 'empower', 'outcome-driven', and 'enable'

An analysis of OBE and SIF shows that there are differences as well as similarities. Differences included:

- SIF calls for "student guarantees" to be developed by the Utah State Board of Education and each local district would be held accountable to meet these "guarantees" whereas OBE calls for student outcomes to be developed by the local district
- SIF states specific goals, objectives, and roles for restructuring the educational system whereas OBE is prescriptive only in terms of the process to guide restructuring and leaves specific goals and objectives to the local district
- SIF was developed by a blue-ribbon panel of educators whereas OBE, ODDM in particular, was developed in school districts and tested in the real world of the school and classroom.

On page 11 of "A Shift in Focus" is the quote which shows that OBE and SIF are cut from almost exactly the same cloth:

> To empower students to function effectively in their post-school lives, the school experience must be shaped in response to what the students need. It is time to restructure the system around the research that tells us what those needs are.

The ideas of empowering students and restructuring (not simply altering) the system based on research are at the heart of OBE.

There are many other quotes from SIF which show that it is not only compatible with OBE but also that the principles and practices of OBE are implied in SIF. Some of these are:

> What should happen now is that the focus must shift, to the student's needs, and the systemic changes needed to meet these needs. p. 3

> We [the Commission] believe that a similar result [creating excellence in business] in education will occur when educators shift their focus from the workings of the system to the needs of the students, with the first emphasis always being on the quality provided each individual. p. 10

> The Commission is asking . . . for a mind-set that says, "What do students need? Let's provide it." p. 10

> Teachers . . . empower students to be self-directed learners. p. 25

> We are not talking simply about reform, because it is time to move beyond reform, to bring about a restructuring . . . p. 3

> Control comes from . . . research data . . . p. 18

> When we focus on the students, what do we find? The one thing all studies agree on is that, while virtually every student is capable of learning, there are significant differences in the way individuals learn. Thus, a single method of teaching is bound either to leave out or discourage large percentages of the school population. p. 10

> In each school, implement an in-service program that updates educators on current findings about how learning takes place, how to work with the individual learning styles of students, and which instructional strategies and methods to use with each learning style. p. 32

> Each educational professional should understand and embrace the student-focused approach. p. 20

> The reallocation [of resources] . . . involves a teacher/management decision-making process that is driven by student learning and progress data. p. 26

> Ensure that every school is an effective learning center with a positive learning climate. p. 4

Accountability is at the building and classroom level. p. 18

Each . . . school district should begin immediately to remove existing barriers to student empowerment. p. 20

[There should be] community involvement and participation to ensure student success. p. 25

Establish a curriculum . . . that has measurable outcomes. p. 4

In every school, implement a common set of effective school . . . practices . . . p. 33

In a student-focused system, "graduation" would be competency based and much more of an individual event. "Locked in" requirements would be secondary to fulfilling student needs. A student could leave the system upon demonstration of mastery . . . p. 17-18

Students are judged on their own individual rates of progress. p. 18

In every school, implement a common set of effective . . . classroom practices . . . p. 33

All students move at their own pace to complete . . . requirements. p. 12

STUDENT OUTCOMES

The hallmark of OBE is to make any and all changes necessary to achieve pre-determined student outcomes. Most districts subscribe to the general belief that "virtually all students can learn well what the schools want them to learn." Many districts have either informally or formally subscribed to the goal implied in this belief, namely, "virtually all students will learn well what the schools want them to learn." Because the phrases "virtually all" and "learn well" are vague, each district was asked to define each phrase, that is, each district was asked whether standards of performance had been established for all students either in terms of standardized achievement tests or the End-of-Level (Course) tests developed by the state of Utah. The results below are for the 35 districts which responded.

Curriculum Referenced Tests (CRT)

Of the 35 districts responding, 26 were using CRTs developed by the state of Utah. Three were using district-developed tests, and four were using both district- and state-developed tests. Two districts were not using any kind of CRT.

Of the 26 districts using CRTs developed by the state, five have set formal, district-wide standards which state that 80% of the students will score at least 80% on the end-of-level (course) tests. Six districts have set informal, district-wide standards as follows:

> 70% will score at least 80% was the standard for two districts.
> 80% will score at least 80% was the standard for one district.
> Three districts base standards on cutoff scores established by the state for end-of-level (course) tests.

Fifteen districts indicated that they had not set district-wide standards. Over the next two to three years, all fifteen will consider establishing standards based on cutoff scores established by the state.

Of the three districts using district-developed CRTs, two had established formal, district-wide standards stating that 80% of the students will score at least 80%. The other district had not established standards.

Of the four districts using both state and district CRTs, two had established informal, district-wide standards stating that 80% of the students will score at least 80%. One had established the 80/80 standard for the secondary grades, but had established a standard of 80/90 for the elementary grades. The other district had not established standards.

Standardized Achievement Tests

Of the 35 districts responding, seven had established standards relating to achievement on norm-referenced tests, e.g., ITBS, CAT, SAT, CTBS.

Educational Significance

Of the 35 districts responding, none had addressed the question of educational significance in relationship to student outcomes. Those districts which were using Utah end-of-level tests assumed that if 80% of the students passed the test, then this was an "educationally significant outcome." Likewise for those districts which were using standardized achievement test results.

The following criterion for educational significance of student outcomes was provided to a sample of educators in 15 districts:

> Virtually all students will pass reading and math at grade level as determined by the Stanford Achievement Test.

Ninety-eight (98%) percent of the educators agreed that, if achieved, this would indeed be an educationally significant result. Most of these educators believed that this "educationally significant" result could be achieved if they had much better cooperation from parents. Two percent of those surveyed believed that the above criterion would not describe an "educationally significant" achievement. These educators believed that much more than simply "at grade level" was possible.

OBJECTIVES - PROCEDURE - FINDINGS

The objectives of the study were as follows:

1. to provide information about OBE's implementation and results, for the use of decision makers in school, school districts, regional education service centers, the State Board of Education, and the State Legislature.
2. to provide an analysis of the potential contributions of OBE to achievement of the Utah State Board of Education's strategic plan, as contained in its publication titled Shift in Focus.

In order to study the impact of OBE, all previous and current grant applications, grant awards, and state and district reports were reviewed. A total of 310 site and telephone interviews were held with board members, administrators, teachers, support staff and students representing all 40 school districts and 167 schools. Many of the educators were interviewed multiple times.

Three questionnaires were developed and administered. Each questionnaire was approved by the Evaluation Committee and by the Education Data Acquisition and Control Committee (EDAAC). The Evaluation Committee was responsible for overseeing the contract activities. EDAAC is the state committee responsible for screening data gathering instruments which are to be used statewide. The Classroom Data sheet was developed and approved by the Evaluation Committee.

For district administrators, the questionnaire gathered information and opinions regarding progress in implementing OBE. For school administrators, the questionnaire asked about staff training and involvement in OBE and the effects of OBE on education. For teachers and similar staff, the questionnaire centered on attitudes, opinions, beliefs, and perceived effects of OBE. A sample of teachers were asked to provide more detailed classroom information on the effects of OBE. Finally, educators were asked to provide evidence of student achievement that could be attributed to OBE. Unless otherwise specified, the findings below are based on the years 1985-89.

DISTRICT OBE QUESTIONNAIRE (DQ)

This questionnaire (see Appendix B) asked district-level administrators to estimate progress in implementing OBE for eleven OBE-related areas (See Table 1 for listing of OBE-related areas.) The DQ was mailed or hand-delivered to all 40 districts. A total of 34 districts returned the questionnaire.

In Table 1 the results for the years 1989 and 1990 are compared with an earlier survey (1987), conducted by the Utah State Office of Education. The first column lists eleven components of OBE that have been identified in the literature and have been found in state surveys of implementations of OBE. The final three columns of Table 1 report the progress in implementation of OBE as perceived by district administrators.

It can be seen from Table 1 that for each of the eleven components surveyed, administrators see an increase of implementation in OBE. Also, it can be seen that some components, such as comprehensive planning, are more completely implemented than other components such as community participation.

TABLE 1
ADMINISTRATORS OPINION OF PERCENT IMPLEMENTATION OF OBE

Components of OBE	Fall 87	Fall 89	Sprg 90
A. Belief system: commitment of staff to beliefs compatible with focusing all efforts on student outcomes and with the principle that virtually all students can learn well	54%	54%	69%
B. Instructional process: Uses an instructional process incorporating mastery learning, mastery teaching, and is based on research	40	54	65
C. Instructional delivery system: each student works on appropriate tasks which leads to certification of achievement when mastered	30	50	60
D. Information management system: uses a criterion-referenced information system for planning student programs and evaluation	40	49	61
E. Aligned curriculum: uses curriculum aligned the state core to support aligned instruction based on learning outcomes	60	65	78
F. Community participation: uses community participation and parental involvement in planning and implementing school programs	32	45	58
G. Comprehensive planning: uses a comprehensive planning process to guide school improvement	40	60	80
H. Resource leveraging: uses pooling and focusing of human and financial resources	52	65	75
I. Staff development: training focuses on student outcomes and benefits as specified in a master plan	52	61	74
J. Renewal: uses continuing process of program and staff renewal based on current research	50	57	70
K. Evaluation: uses quality control to monitor the implementation of OBE.	*	49	61

* not surveyed in Fall 87

SCHOOL OBE QUESTIONNAIRE (SchQ)

This questionnaire (see Appendix B) asked principals about the implementation of OBE in teacher training, degree of OBE involvement of staff, educational improvements due to OBE, and seven other areas. The SchQ was mailed or hand-delivered to all schools in the state with the exception that one district opted not to complete the questionnaire. A total of 437 schools returned the questionnaire.

AMOUNT OF TRAINING

The School OBE Questionnaire asked principals to provide the number of faculty receiving OBE-related training for each of five general OBE-related areas. The results are based on data from schools with 9,112 faculty which is about 50% of the educators in the state. Table 2 shows number of faculty receiving OBE-related training in five general OBE areas.

Table 2
Number of Faculty Receiving OBE-Related Training
Five General OBE-related Areas
1985-89

OBE-RELATED AREA	GRADE LEVELS Elementary	Secondary	Combined
A. Basics and Foundation	37,350	21,094	58,444
B. Administrative Support	6,356	3,626	9,982
C. Community Support	2,672	1,852	4,524
D. Instructional Support	25,849	14,606	40,455
E. Other (Planning, Evaluation)	3,146	2,120	5,266
TOTALS	75,373	43,297	118,670

On the questionnaire, the five general OBE-related areas were further broken down into 44 sub areas. Principals provided data for these 44 sub areas as well. Based on these data, each faculty member, on the average, received training in 13 OBE-related sub areas over the five year period which works out to about three sub-areas per year.

IMPROVEMENTS

Principals were asked to indicate which areas of education had seen significant improvement as a result of OBE. Table 3 shows the percent of principals indicating that significant improvement had been achieved as a result of OBE for each of 19 specific OBE-related areas.

Table 3
Percent of Principals Indicating
Improvements Resulting from OBE
for 19 specific OBE-related Areas

OBE-Related Area	Percent	OBE-related Area	Percent
Curriculum alignment	58%	Training opportunities	33%
Cooperation/Teamwork	50	Coop problem solving	34
Instructional quality	48	Teacher self-esteem	30
State Core alignment	48	Belief system	29
Student achievement	43	Master planning	28
Student self-esteem	42	Leadership	27
Instructional units	38	Community involvement	25
Communication	37	Research use	23
Climate/Culture	35	Training quality	20
Student behavior	35		

TEACHER INVOLVEMENT

Principals were asked to judge how involved their teachers were in OBE. A four-point scale was used: Very Involved, Quite Involved, Somewhat Involved, and Not Involved. Results are stated in percent by degree of teacher involvement.

Table 4
Degree of Teacher Involvement in OBE

	DEGREE OF INVOLVEMENT			
GRADE LEVELS	Very Involved	Quite Involved	Somewhat Involved	Not Involved
Elementary	26%	34%	30%	11%
Secondary	14	21	28	37
Total	18	25	29	28

MASTERY LEARNING AND TEACHING

Initial interviews with many districts indicated that educators equated OBE with mastery learning. Thus, a question on the School OBE Questionnaire was designed to provide data on whether the teachers in the school were using mastery teaching or mastery learning. The results show that statewide, 61% of the teachers are using mastery learning and 60% are using mastery teaching. At the elementary level, the corresponding figures are 73% and 69%, and at the secondary level, 53% and 53%.

OUTCOME BASED EDUCATION OBE QUESTIONNAIRE (StQ)

This questionnaire (See Appendix B) asked staff members about attitudes, beliefs, and needs related to OBE. The StQ was mailed or hand-delivered to all staff in the state with the following exceptions: 1) one district opted not to distribute the questionnaire and 2) one district opted to distribute the questionnaire to a sample (about 15%) of schools. A total of 7,429 questionnaires were returned. This represents approximately 40 per cent of the educators in the state.

MEAN SCORE

A principle components factor analysis yielded one factor which accounted for 47% of the variance. Because of the high percent of variance accounted for by the first factor, a mean score for the questionnaire was calculated. The reliability of the mean score of the StQ was .95 (Cronbach's α) indicating a high degree of unity among the 19 items.

The mean scores for the StQ were as follows:

Elementary - 4.15
Secondary - 3.86
Statewide - 4.03

All means were significantly (p. < .001) above the midpoint of the six point scale which is 3.50. The elementary grade level mean is significantly higher (p. < .001) than the secondary grade level mean. The magnitude of this difference is large (s.d > .8). A more detailed analysis of individual items on the StQ is provided below under "Implementation Level".

NEEDS ASSESSMENT

The last question on the StQ is "What training and support do you need in order to bring your students to a mastery level?" The question was asked in this way because many teachers and administrators believe that mastery learning is the principal component of OBE. The question was intended as a needs assessment.

The data below are based on 2,723 responses. This is approximately 37% of the 7,429 educators who responded to the StQ. The reader should note that adding percentages for each response category will exceed 100%. Most respondents indicated more than one category as being a need.

More Training. Thirty-six percent (36%) of those responding stressed not just more training, but training that is locally delivered and specific to local needs.

Fewer Students in the Classroom. Twenty-three percent (23%) of those responding thought that, for OBE to work, there needed to be fewer students in the classroom. This was also expressed as "smaller class size" and was sometimes conflated with "fewer classes." A general category of "management" could be constructed from this category and the category, "Classroom Aides" (see below). This general category of "management" would then be cited by 39% of the respondents and would be the most popular category.

More Preparation/Planning Time. Seventeen percent (17%) of those responding believed that teachers needed more paid professional time without students either during the school week (most respondents) and/or during the summer for preparation and planning.

Resource Materials. Seventeen percent (17%) of those responding perceived needs for "correctives," "extensions," (enrichment), Utah state end-of-level tests, computers, and expendable supplies for teacher and student use. Also noted was the need for more up-to-date texts.

Classroom Aides. Sixteen percent (16%) of those responding mentioned classroom aides. Their responses ranged from "need help in the classroom" to "need paid professional aides."

Parental Support. Seven percent (7%) of those responding said that the greatest need was parental support for school activities, including homework. Many teachers mentioned that accountability is a shared responsibility and are asking for support from the home.

Student Responsibility. Seven percent (7%) of those responding offered the idea that "You can lead a horse to water, but . . . " This idea was mentioned by 40% of those who cited parental support as the greatest need for a successful OBE program.

District/School Support. Six percent (6%) of those responding feel that, with the active support of district and building level administrators, moving toward the concept of mastery learning would progress. They apparently feel a need for this support.

Financial Support. Five percent (5%) thought that there was a need for financial support for resource materials, preparation and planning time, and aides.

OBE Demonstration Site. Four percent (4%) of respondents indicated a need to visit a "mature" OBE implementation site in order to visualize and internalize what to shoot for and how to get there.

Salary Increase. Two percent (2%) of respondents indicate a need to bring educator salaries to a level which would attract good people into teaching.

CLASSROOM DATA

In order to obtain perceived benefits of OBE, a data sheet (see Appendix B) was developed. Twenty-two (22) districts opted to use the data sheet. A total of 1,873 were returned.

TEACHER BENEFITS

On the Classroom Data sheet, educators were asked to name teacher benefits resulting from OBE. The following results are stated in terms of percent of educators who listed a particular teacher benefit. The total will exceed 100% since most educators listed more than one benefit.

Table 5
Percent of Educators Naming
Teacher Benefits Resulting from OBE

TEACHER BENEFIT	Per Cent	TEACHER BENEFIT	Per Cent
Better time management more organized	32%	Knowledge and use of different learning styles	22%
Better direction & greater commitment	31	Better attitude toward teaching	22
More detailed lesson plans	30	More confidence & higher self-esteem	21
Better goal setting & clearer objectives	30	Overall school improvement and warmer climate	20
Helped in aligning curriculum with state core	28	More accountability	18
More aware of student needs	26	Less burnout	18
Teaching and testing to outcomes	24	Fewer discipline problems	15
Knowledge and use of different teaching styles	24	Better evaluation from principals	15

STUDENT BENEFITS

Educators were asked to name benefits they thought students had gained from OBE. The following results are stated in terms of percent of educators who listed a particular student benefit. The total will exceed 100% since most educators listed more than one benefit.

Table 6
Percent of Educators Naming
Student Benefits Resulting from OBE

STUDENT BENEFIT	Per Cent	STUDENT BENEFIT	Per Cent
Better grades and achievement	30%	Fewer discipline problems	18%
Higher Self-Esteem	26	More enthusiasm, better participation	18
Better understanding of what is expected of the student	26	More responsible	17
More are becoming self-directed learners	24	Improved critical thinking skills	16
Less intimidated/ less fear of failure	24	Better and longer retention of materials	14
Better study habits/ less waste of time	21	Better qualified to enter the work force	12
Better attitude toward school	20	More students are meeting Individual Education Plan goals	10
More cooperation with other students	19		

IMPLEMENTATION LEVEL

LEVEL OF IMPLEMENTATION SCORE

A measure of level of implementation of OBE was derived for each of the districts providing data for both the SchQ and StQ. The estimate was based on a weighted combination of eight variables. In order to determine the number of factors in these variables, a principal components analysis of the StQ was conducted. Only one significant Eigenvalue was found, indicating that the eight variables defined one common factor. Districts for which data were available were ranked by level of implementation and the top ten and bottom ten implementing districts were identified. Contrasts involving the top ten and bottom ten implementing districts make up many of the observations reported below. The rationale for the weights (importance) assigned to the variables is described below.

Mean for Statements 1-19 of the StQ

The StQ respresents responses from a wide range of educators including district administrators, school principals, teachers, and other staff totalling over 7,400 educators. For this reason, this variable was weighted 50%.

Variables from the SchQ

In contrast, the SchQ, from which data for the other seven variables were derived, is based on responses from only 429 school principals. The seven variables measured by the SchQ were:

Degree of teacher involvement
Use of core teams
Use of mastery learning
Use of mastery teaching
Use of aligned curriculum
Use of research based practices
Use of criterion referenced information system

Degree of Teacher Involvement in OBE was given double the weight (12.5%) of the other six variables because it represented an overall assessment of involvement in OBE. On the other hand, each of the remaining six variables were estimates of involvement in single components of OBE and so each was given a weight of 6.25%. The source, description, and assigned weight for each variable is reported in Table 7.

Table 7

Variable Weights for Level of Implementation

Source	Description	Weight
StQ	The mean for statements 1 - 19 was obtained for each person in the district. Then the mean for the district was obtained by summing the means for persons and dividing by the number of persons in the district.	50.00%
SchQ	Each principal was asked to estimate the number of teachers by degree of involvement in OBE. The degrees of involvement were: Very Involved, Quite Involved, Somewhat Involved, and Not Involved. Once degree of involvement for a particular school was determined, then the mean degree of of involvement for a district was determined by summing the degree of involvement for each school and dividing by the number of schools.	12.50%
SchQ	Principals were asked whether they used core teams at their school: Yes = 2; No = 1. The results were summed and divided by the number of schools in a district to arrive at a district mean.	6.25%

Source	Description	Weight
SchQ	Each principal was asked to estimate the number of teachers using mastery learning. The number of teachers using mastery learning was divided by the total number of teachers in the district to get the ratio of teachers using mastery learning in the district which figure was multiplied by 100 to arrive at the percent of teachers in the district using mastery learning.	6.25%
SchQ	Each principal was asked to estimate the number of teachers using mastery teaching. The number of teachers using mastery teaching was divided by the total number of teachers in the district to get the ratio of teachers using mastery teaching in the district which figure was multiplied by 100 to arrive at the percent of teachers in the district using mastery teaching.	6.25%
SchQ	Each principal was asked to estimate the number of teachers using aligned curriculum. The number of teachers using aligned curriculum was divided by the total number of teachers in the district to get the ratio of teachers using aligned curriculum in the district which figure was multiplied by 100 to arrive at the percent of teachers in the district using aligned curriculum.	6.25%
SchQ	Each principal was asked to estimate the number of teachers using research-based practices. The number of teachers using research-based practices was divided by the total number of teachers in the district to get the ratio of teachers using research-based practices in the district which figure was multiplied by 100 to arrive at the percent of teachers in the district using research-based practices.	6.25%

Source	Description	Weight
SchQ	Each principal was asked to estimate the number of teachers using criterion-referenced information systems. The number of teachers using criterion-referenced information systems was divided by the total number of teachers in the district to get the ratio of teachers using criterion-referenced information systems in the district which figure was multiplied by 100 to arrive at the percent of teachers in the district using criterion-referenced information systems.	6.25%

The scores for each variable were converted to z-scores (mean = 0; sd = 1). The standardized implementation level score for each district was then calculated by adding the 8 weighted z-scores. Only districts providing enough information to formulate a composite weighted z-score were included in the data analysis.

Validity

Three sources of evidence for validity of the composite weighted z-score interpretation of OBE implementation level were examined. The following results obtain:

1. Agreement with Rankings by the State OBE Specialist. The State OBE specialist was asked to rank 34 districts as to implementation level of OBE using one as the highest ranking and 34 as the lowest. The state OBE specialist was not aware of the eight variables used for the composite weighted z-scores. No criteria were provided to the state OBE specialist for implementation level and so his rankings were independent of the weighted z-scores. A correlation of .76 was obtained between the State OBE specialist rankings and the composite weighted z-scores.

2. Agreement with Interview Data. Prior to specifying the eight variables making up the composite weighted z-scores, the two principal investigators ranked districts on level of implementation of OBE. Once the composite weighted z-scores were formulated, they were checked for consistency with the principal investigators' rankings. There was only one inconsistency in rankings.

3. Agreement with Directors of Regional Service Centers. Four directors of regional service centers were asked to rank the districts in their regions as to OBE implementation level. These rankings were then compared with the composite weighted z-scores for consistency. Two discrepancies in rankings were found.

The conclusion is that there is sufficient evidence to warrant a judgment of high validity for the composite weighted z-score as a measure of level of implementation of OBE.

ELEMENTARY GRADES

Most of the OBE activity in the state has occurred at the elementary school level; therefore, in response to suggestions by the oversight and evaluation committees, it was decided to emphasize the elementary application of OBE principles and practices as far as level of implementation and impact were concerned. Data will be presented first for the elementary level and then for the secondary.

The data presented below are based on the following:

Districts = 34
StQ = 4,481 Educators
SchQ = 242 Schools
Interviews = 104 Schools
= 176 Educators

ODDM and Level of Implementation

One of the objectives of the statewide evaluation of OBE was to estimate the level of implementation in ODDM districts as contrasted to non-ODDM districts. One of the problems in contrasting ODDM with non-ODDM districts is that most ODDM districts tend to be small while non-ODDM districts tend to be large. Thus, any conclusions about differences in level of implementation between ODDM and non-ODDM districts must take into account the size of the district. An adjustment was made for size of district by using the log of district size as a covariate in the evaluation design below:

Independent variable:	ODDM vs non-ODDM districts
Covariate:	Size of district (log)
Dependent variable:	Composite Weighted z-score

The results show that ODDM districts have a significantly higher (F = 10.07; df = 1,31; p<.003) level of OBE implementation than non-ODDM districts even when an adjustment is made for size of district. As hypothesized, size of district is a significant (F = 4.67; df = 1,31; p<.04) factor in achieving a higher level of implementation of OBE. The percent of variance accounted for by ODDM (64%) was more than twice the percent of variance accounted for by size of district (30%). The conclusion is that those districts using ODDM have achieved a significantly higher level of implementation of OBE. Size of district is a significant but relatively small factor in level of implementation of OBE.

Contrasting the Top Ten and Bottom Ten OBE Implementers

From the 34 districts supplying elementary grade data, the top ten and bottom ten implementing districts were identified. The data below show 20 contrasts between the top ten and bottom ten implementing districts to highlight the differences between high and low implementers of OBE. All differences between top ten and bottom ten implementing districts are statistically significant (p < .001). All effect sizes are large in magnitude (.8 standard deviations or greater). Level of implementation was defined by the composite weighted z-scores discussed earlier.

Contrast 1E. ODDM vs non-ODDM Districts

Of the top ten districts, all ten are ODDM districts, although one of the ODDM districts has since changed to another OBE format. All ODDM districts in the top ten have been implementing OBE for at least four years.

Of the bottom ten districts, one is an ODDM district and the remaining nine are non-ODDM districts. The one ODDM district in the bottom ten has only been implementing ODDM for approximately two years.

Based on Contrast 1E and on the analysis of covariance described earlier, the conclusion is clear: those districts implementing the ODDM system have a much better chance of obtaining a higher implementation level of OBE as defined by the composite weighted z-score described earlier. This is true no matter what the size of the district.

Contrast 2E. Mean Score on the StQ

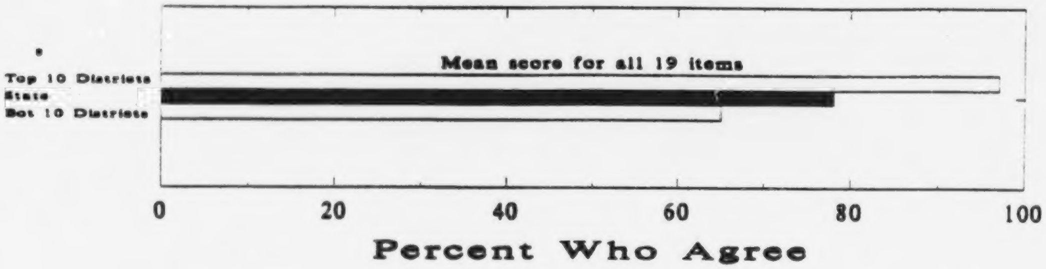
As described earlier, each person received a mean score on the StQ. The mean score represents the person's overall agreement with the principles and practices of OBE.

The data below show the percent of persons in three categories (top ten districts, state total, and bottom ten districts) who agreed, definitely agreed, and definitely disagreed with the principles and practices of OBE. The results are presented graphically for each of the three categories. "Top Ten Districts" refers to the ten districts with the highest composite weighted z-scores (highest OBE level of implementation), and "Bot Ten Districts" refers to the ten districts with the lowest composite weighted z-scores (lowest OBE level of implementation). "State" refers to the 34 districts submitting data.

"Agree" was defined as having a mean score greater than or equal to 3.50 which is the midpoint of the six point scale used. "Definitely Agree" was defined as having a mean score greater than or equal to 4.33 (the highest one-third) and "Definitely Disagree" was defined as having a mean score less than 2.67 (the lowest one-third).

As regards overall agreement and disagreement with the principles and practices of OBE (Graph 2Ea), the following obtain.

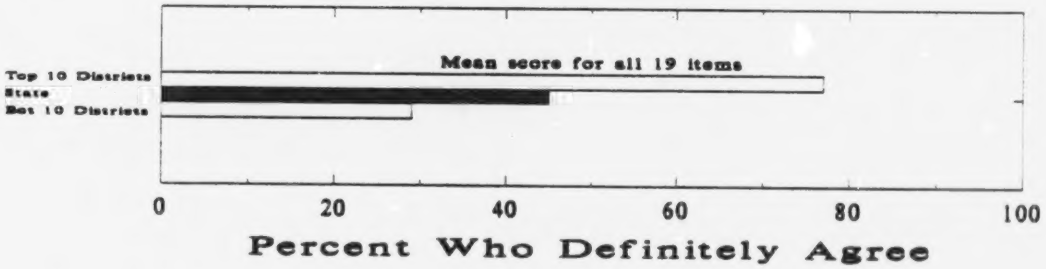
Graph 1
Contrast 2Ea



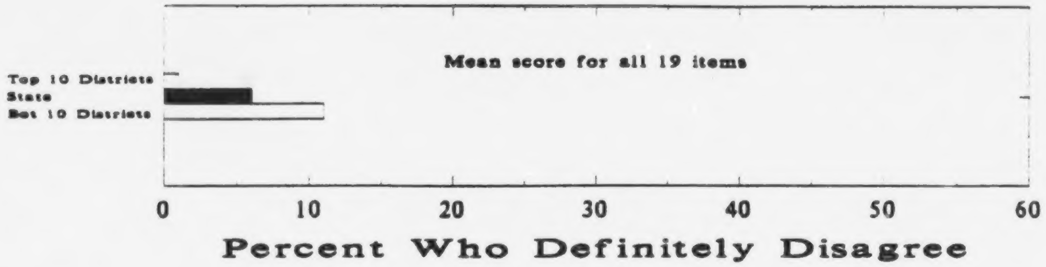
- Ninety-seven percent (97%) of the educators in the top ten implementing districts agree and 3% disagree.
- Sixty-five percent (65%) of the educators in the bottom ten implementing districts agree and 35% disagree.
- The difference in agreement and disagreement between high and low level implementers of OBE is 32%.
- Statewide, 78% of the educators agree and 22% disagree.

As regards overall agreement and disagreement (definite) with the principles and practices of OBE (Graphs 2 and 3):

Graph 2
Contrast 2Eb



Graph 3
Contrast 2Ec



- Seventy-six percent (76%) of the educators in the top ten implementing districts definitely agree and 1% definitely disagree.
- Forty percent (40%) of the educators in the bottom ten implementing districts definitely agree and 11% definitely disagree.
- Statewide, 54% definitely agree and 6% definitely disagree.

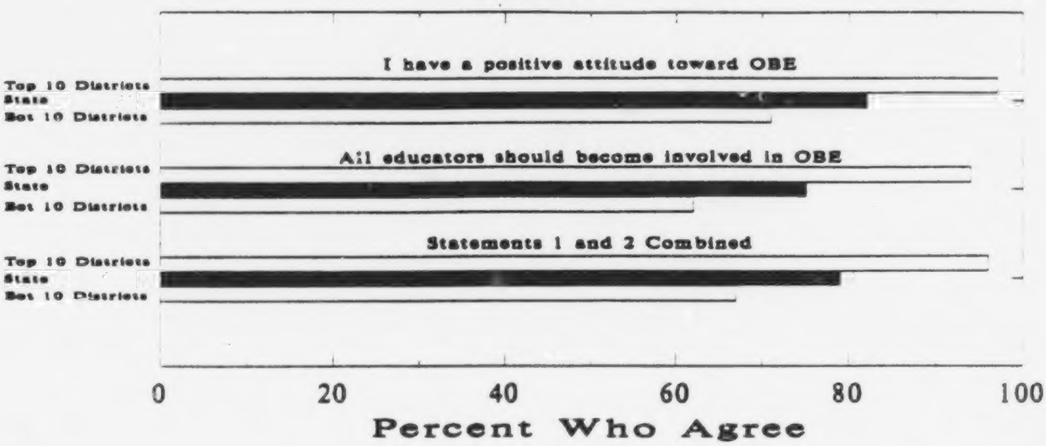
Contrasts 3E through 12E. Individual Statements on the StQ

Contrasts 3 through 12 relate to individual statements on the StQ rather than the mean score as reported above. For contrasts 3 through 12, the data represent the percent of persons in each category (top ten districts, state total, and bottom ten districts) who agreed, definitely agreed, and definitely disagreed with particular statements and groups of statements on the StQ. "Agree," "Definitely Agree," and "Definitely Disagree" are defined as follows:

Agree = Person circled a 4, 5, or 6 on the questionnaire
Definitely Agree = Person circled a 5 or 6 on the questionnaire (top one-third)
Definitely Disagree = Person circled a 1 or 2 on the questionnaire (bottom one-third).

Contrast 3E. Attitude Toward OBE. Attitude toward OBE is covered by statements one and two on the StQ. As regards agreement and disagreement that they have a positive attitude toward OBE, Graph 4 below shows data for each statement and for both statements combined.

Graph 4
Contrast 3Ea.

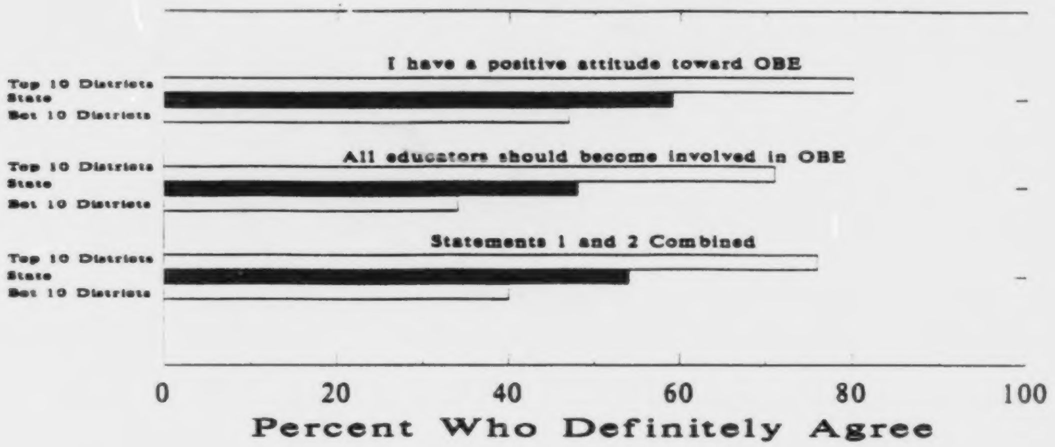


The data summary below is based on "Combined" score.

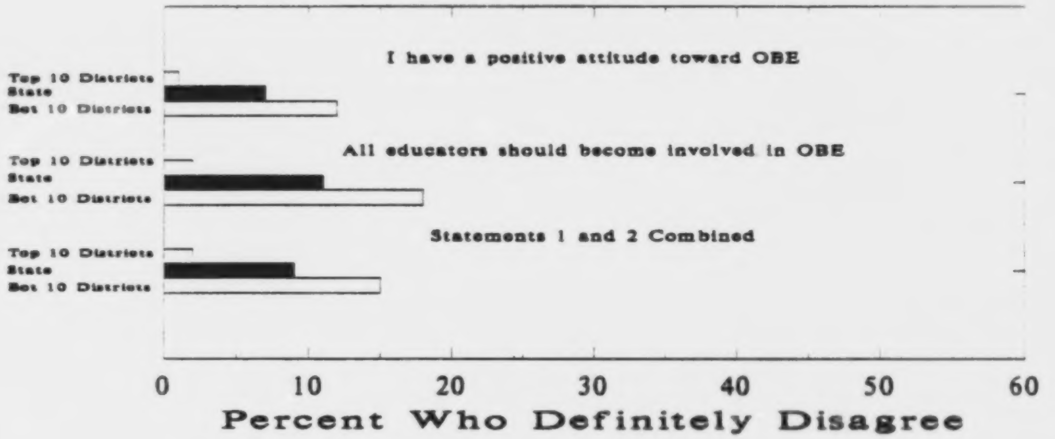
- Ninety-six percent (96%) of the educators in the top ten implementing districts agree and 4% disagree.
- Sixty-seven percent (67%) of the educators in the bottom ten implementing districts agree and 33% disagree.
- The difference in agreement and disagreement between high and low level implementers of OBE is 29%.
- Statewide, 79% of the educators agree and 21% disagree.

As regards definite agreement and disagreement that they have a positive attitude toward OBE, the graphs below (Graph 5 and 6) show data for each statement and for both statements combined.

Graph 5
Contrast 3Eb.



Graph 6
Contrast 3Ec.

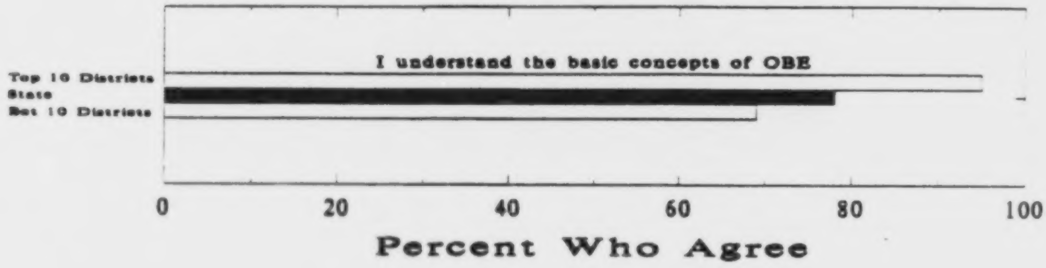


The data summary below is based on "Combined" score.

- Seventy-six percent (76%) of the educators in the top ten implementing districts definitely agree and 2% definitely disagree.
- Forty percent (40%) of the educators in the bottom ten implementing districts definitely agree and 15% definitely disagree.
- Statewide, 54% definitely agree and 9% definitely disagree.

Contrast 4E. Understanding of OBE. This area is covered by statement 3 on the StQ. As regards agreement and disagreement that they understand the basic concepts of OBE (Graph 7), the following obtain:

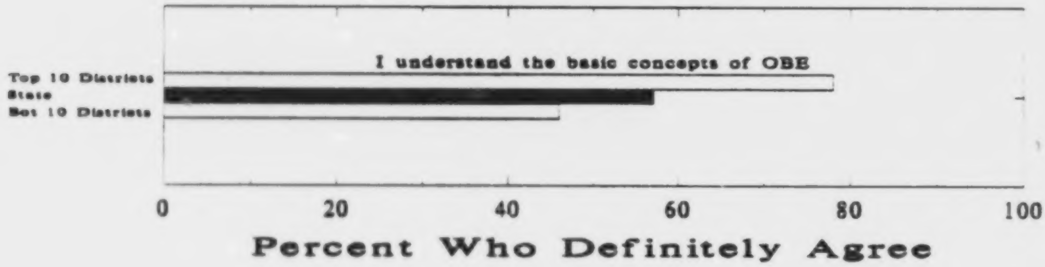
Graph 7
Contrast 4Ea



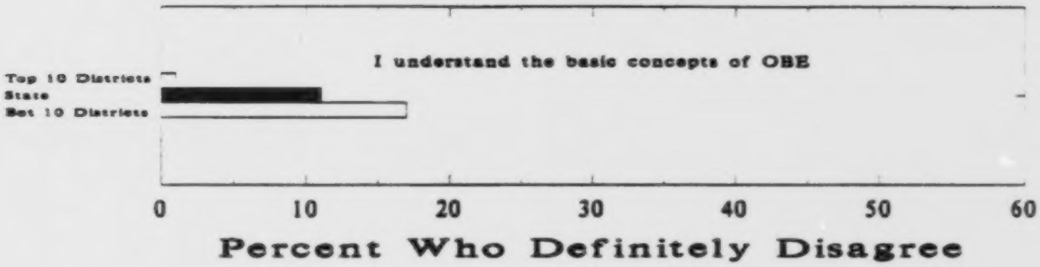
- Ninety-five percent (95%) of the educators in the top ten implementing districts agree and 5% disagree.
- Sixty-nine percent (69%) of the educators in the bottom ten implementing districts agree and 31% disagree.
- The difference in agreement and disagreement between high and low level implementers of OBE is 26%.
- Statewide, 78% of the educators agree and 22% disagree.

As regards definite agreement and disagreement that they understand the basic concepts of OBE (Graphs 8 and 9), the following obtain:

Graph 8
Contrast 4Eb

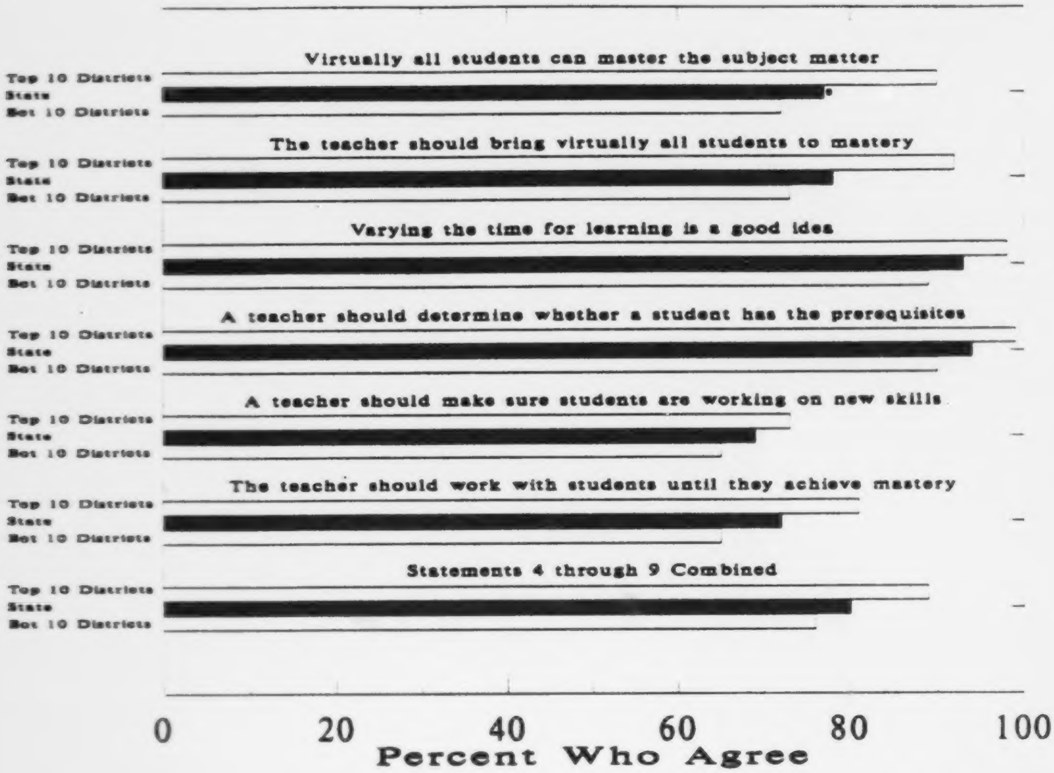


Graph 9
Contrast 4Ec



- Seventy-eight percent (78%) of the educators in the top ten implementing districts definitely agree and 1% definitely disagree.
- Forty-six percent (46%) of the educators in the bottom ten implementing districts definitely agree and 11% definitely disagree.
- Statewide, 57% definitely agree and 6% definitely disagree.

Contrast 5E. Mastery Learning. This area is covered by statements 4 through 9 on the StQ. As regards agreement and disagreement with mastery learning principles and practices, Graph 10 below shows data for each statement and for both statements combined.



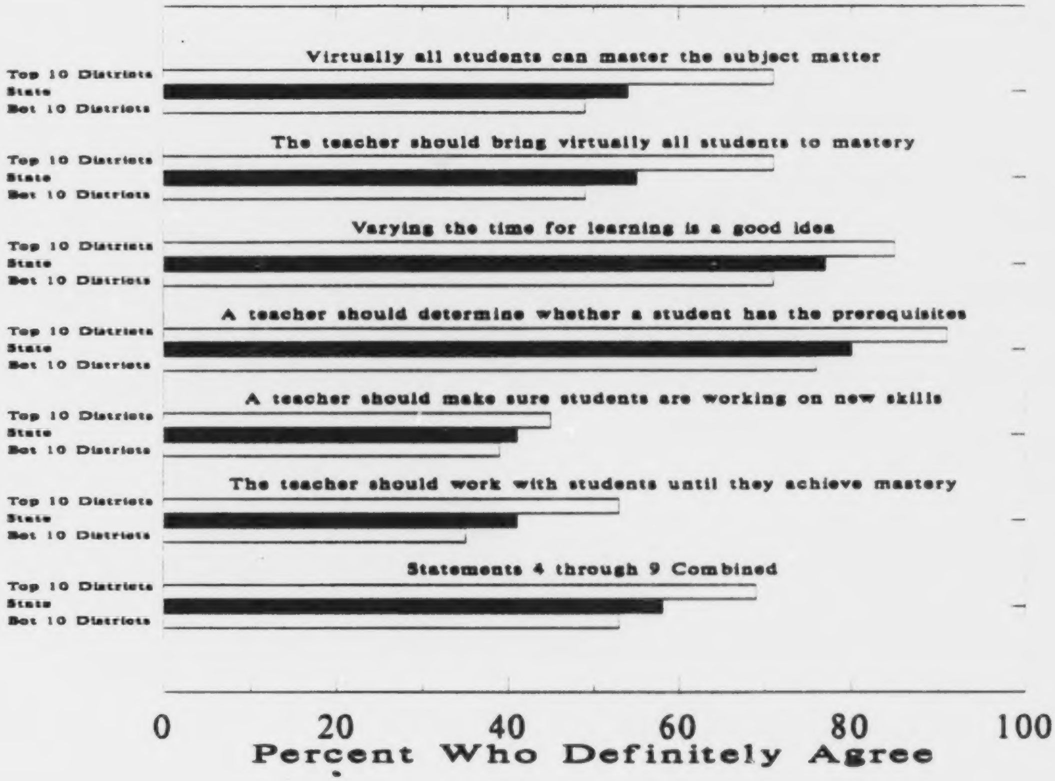
Graph 10
Contrast 5Ea

The data summary below is based on "Combined" score.

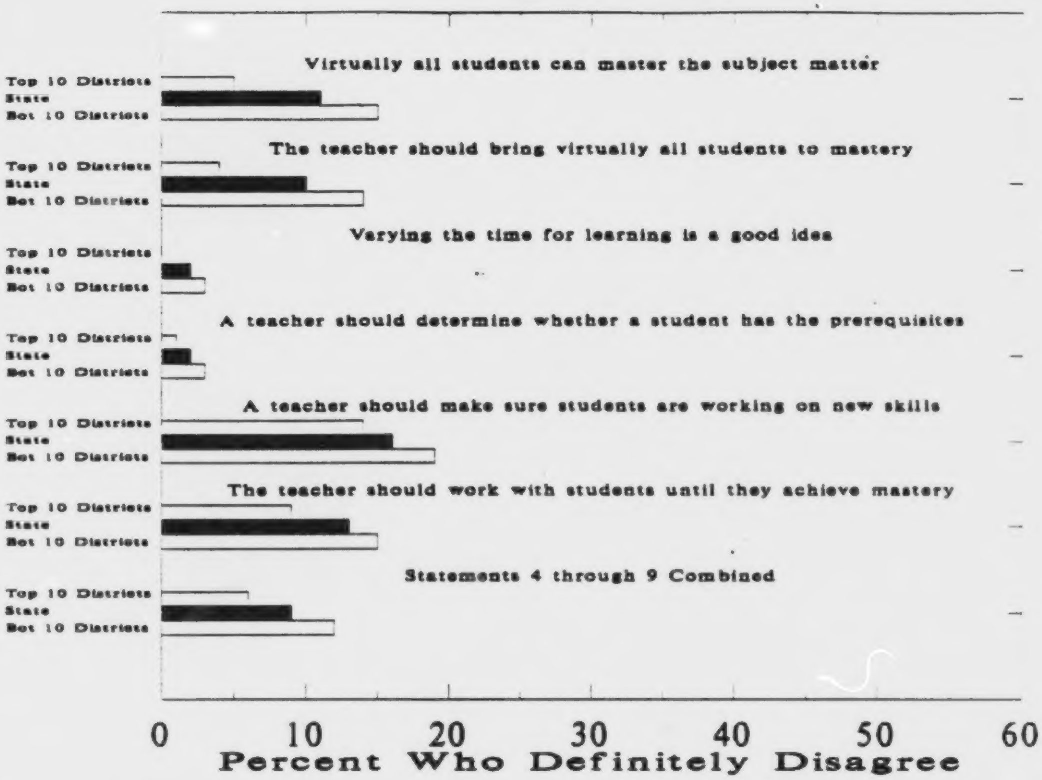
- Eighty-nine percent (89%) of the educators in the top ten implementing districts agree and 11% disagree.
- Seventy-six percent (76%) of the educators in the bottom ten implementing districts agree and 24% disagree.
- The difference in agreement and disagreement between high and low level implementers of OBE is 13%.
- Statewide, 80% of the educators agree and 20% disagree.

As regards definite agreement and disagreement that they have a positive attitude toward OBE, Graphs 11 and 12 below, show data for each statement and for both statements combined.

Graph 11
Contrast 5Eb



Graph 12
Contrast 5Ec

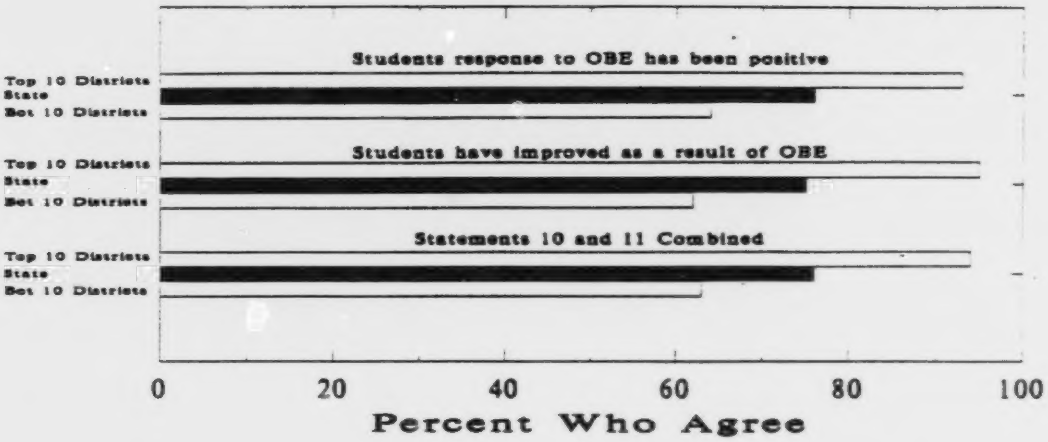


The data summary below is based on "Combined" score.

- Sixty-nine percent (69%) of the educators in the top ten implementing districts definitely agree and 6% definitely disagree.
- Fifty-three (53%) of the educators in the bottom ten implementing districts definitely agree and 19% definitely disagree.
- Statewide, 58% definitely agree and 12% definitely disagree.

Contrast 6E. Student Attitudes and Benefits. This area is covered by statements 10 and 11 on the StQ. As regards agreement and disagreement that students have benefited from and have a positive attitude toward OBE, Graph 13 below shows data for each statement and for both statements combined.

Graph 13
Contrast 6Ea.

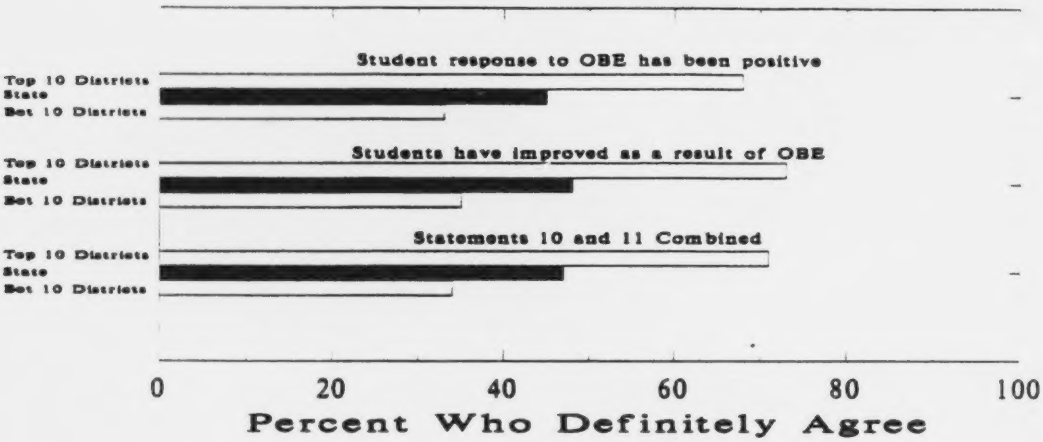


The data summary below is based on "Combined" score.

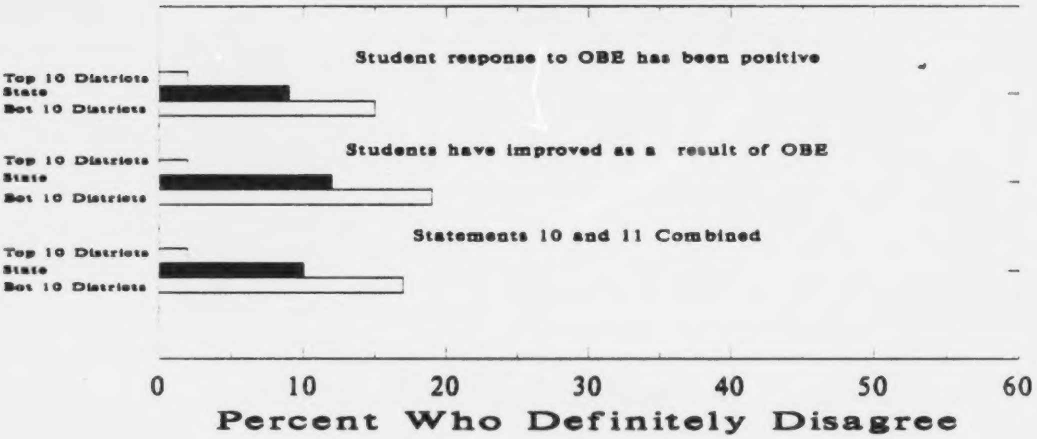
- Ninety-four percent (94%) of the educators in the top ten implementing districts agree and 6% disagree.
- Sixty-three percent (63%) of the educators in the bottom ten implementing districts agree and 37% disagree.
- The difference in agreement and disagreement between high and low level implementers of OBE is 31%.
- Statewide, 76% of the educators agree and 24% disagree.

As regards definite agreement and disagreement that students have benefited from and have a positive attitude toward OBE, the Graphs 14 and 15 show data for each statement and for both statements combined.

Graph 14
Contrast 6Eb.



Graph 15
Contrast 6Ec.

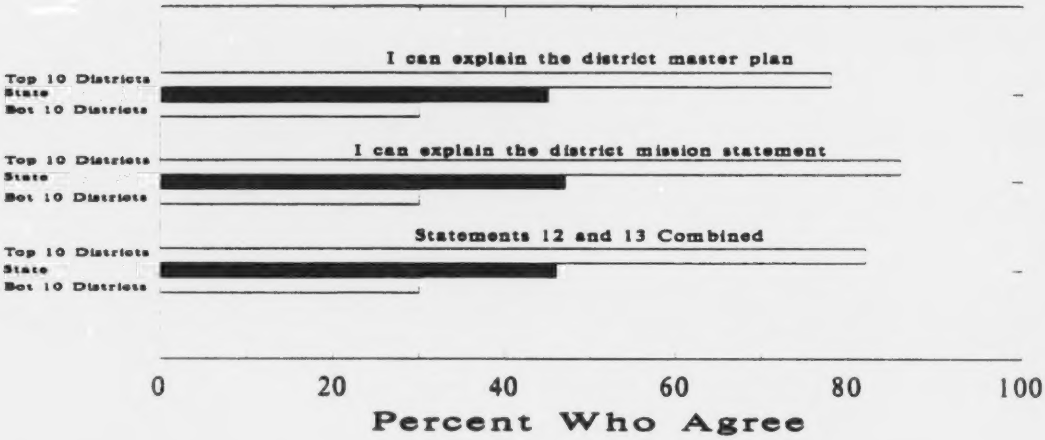


The data summary below is based on "Combined" score.

- Seventy-one percent (71%) of the educators in the top ten implementing districts definitely agree and 2% definitely disagree.
- Thirty-four percent (34%) of the educators in the bottom ten implementing districts definitely agree and 17% definitely disagree.
- Statewide, 47% definitely agree and 10% definitely disagree.

Contrast 7E. Master Planning and Mission. This area is covered by statements 12 and 13 on the StQ. As regards agreement and disagreement that they can explain the district master plan and mission statement, Graph 16 below shows data for each statement and for both statements combined.

Graph 16
Contrast 7Ea

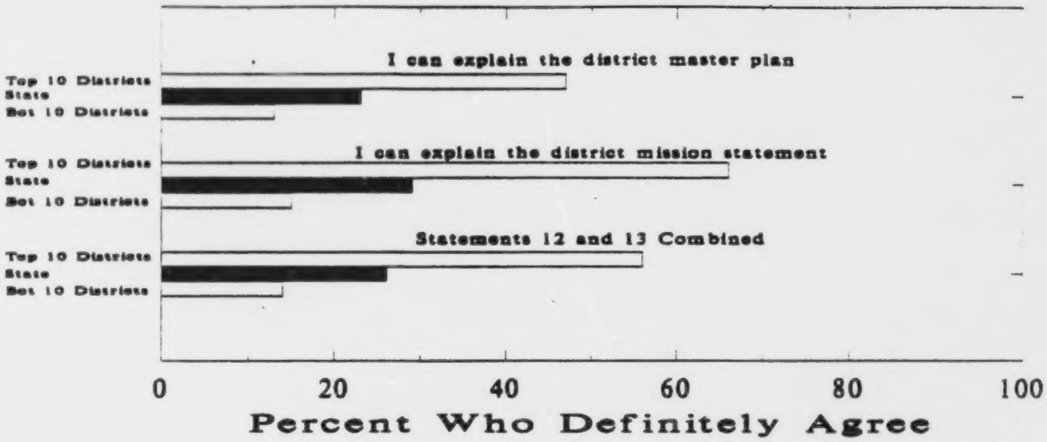


The data summary below is based on "Combined" score.

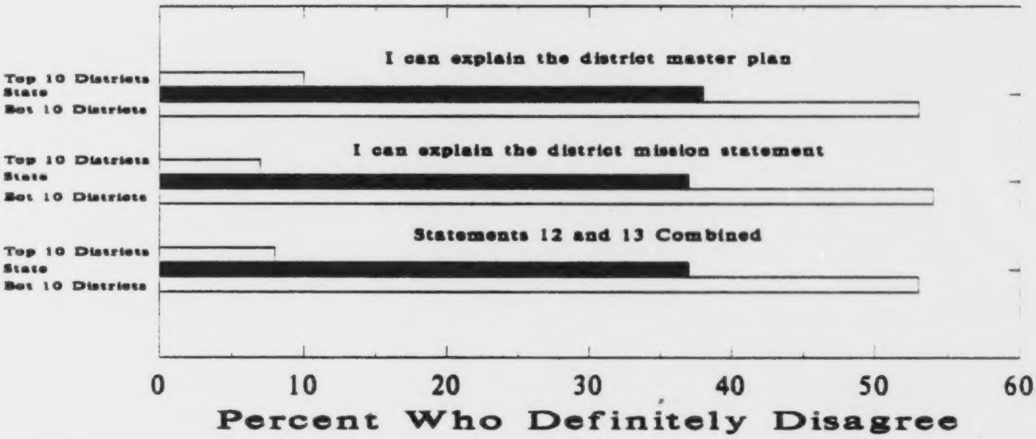
- Eighty-two percent (82%) of the educators in the top ten implementing districts agree and 18% disagree.
- Thirty percent (30%) of the educators in the bottom ten implementing districts agree and 70% disagree.
- The difference in agreement and disagreement between high and low level implementers of OBE is 52%.
- Statewide, 46% of the educators agree and 54% disagree.

As regards definite agreement and disagreement that they can explain the district master plan and mission, the Graphs 17 and 18 show data for each statement and for both statements combined.

Graph 17
Contrast 7Eb



Graph 18
Contrast 7Ec

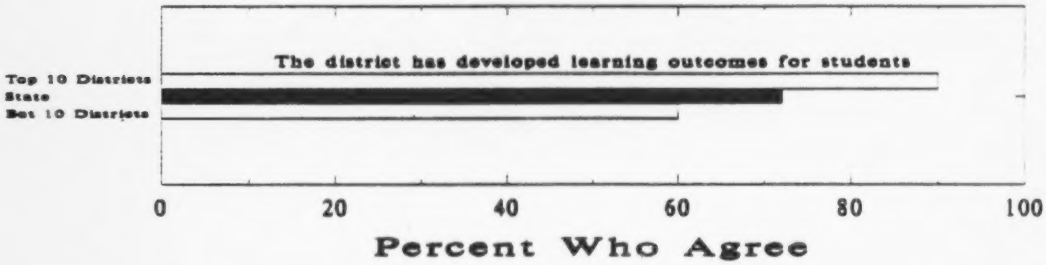


The data summary below is based on "Combined" score.

- Fifty-six percent (56%) of the educators in the top ten implementing districts definitely agree and 8% definitely disagree.
- Fourteen percent (14%) of the educators in the bottom ten implementing districts definitely agree and 53% definitely disagree.
- Statewide, 26% definitely agree and 37% definitely disagree.

Contrast 8Ea. Publicly Determined Outcomes. This area is covered by statement 14 on the StO. As regards agreement and disagreement that publicly stated district-wide student outcomes have been formulated, see Graph 19, below.

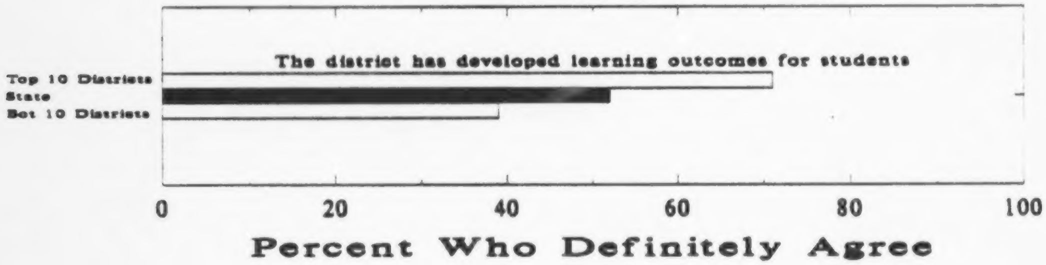
Graph 19
Contrast 8Ea



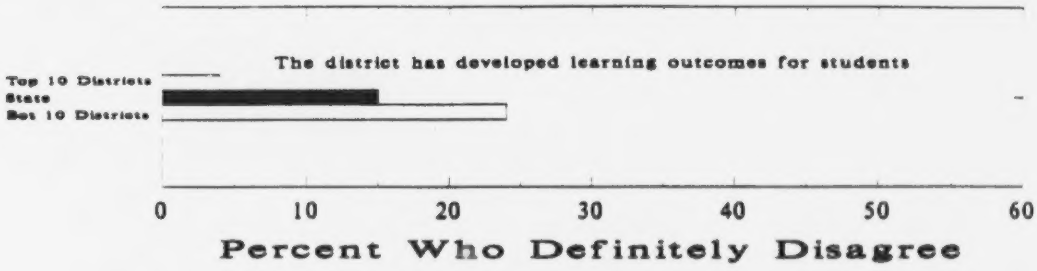
- Ninety percent (90%) of the educators in the top ten implementing districts agree and 10% disagree.
- Sixty percent (60%) of the educators in the bottom ten implementing districts agree and 40% disagree.
- The difference in agreement and disagreement between high and low level implementers of OBE is 30%.
- Statewide, 72% of the educators agree and 28% disagree.

As regards definite agreement and disagreement that publicly stated, district-wide student outcomes have been formulated (Graphs 20 and 21), the following obtain:

Graph 20
Contrast 8Eb



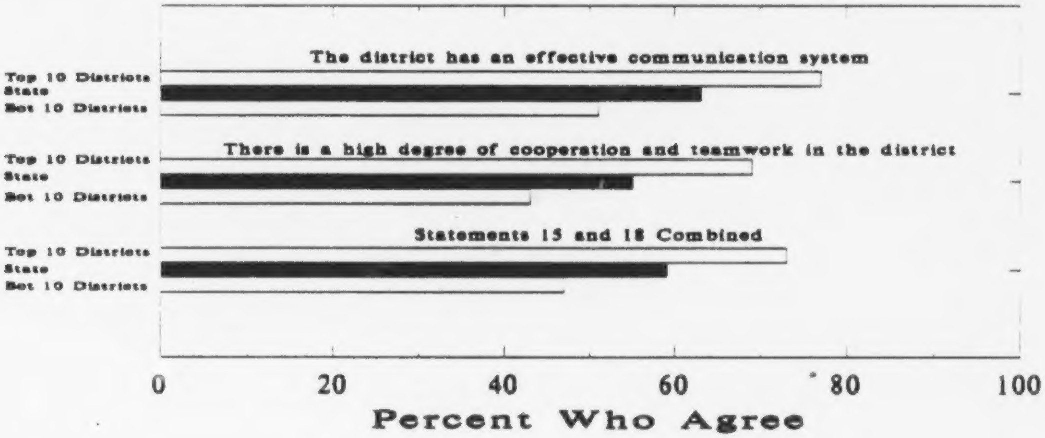
Graph 21
Contrast 8Ec



- Seventy-one percent (71%) of the educators in the top ten implementing districts definitely agree and 4% definitely disagree.
- Thirty-nine percent (39%) of the educators in the bottom ten implementing districts definitely agree and 24% definitely disagree.
- Statewide, 52% definitely agree and 15% definitely disagree.

Contrast 9Ea, Communication and Teamwork. This area is covered by statements 15 and 18 on the StQ. As regards agreement and disagreement that there is a high degree of cooperation and teamwork within the schools and district, Graph 23 below shows data for each statement and for both statements combined.

Graph 23
Contrast 9Ea.

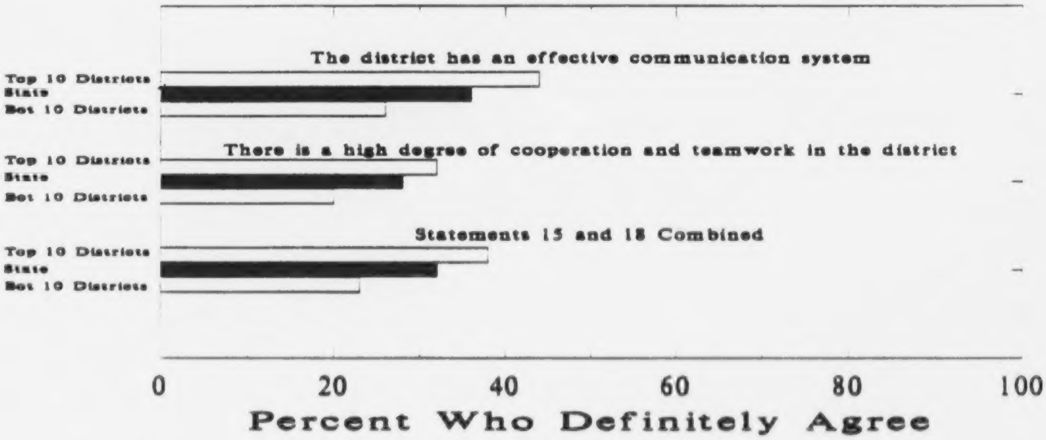


The data summary below is based on "Combined" score.

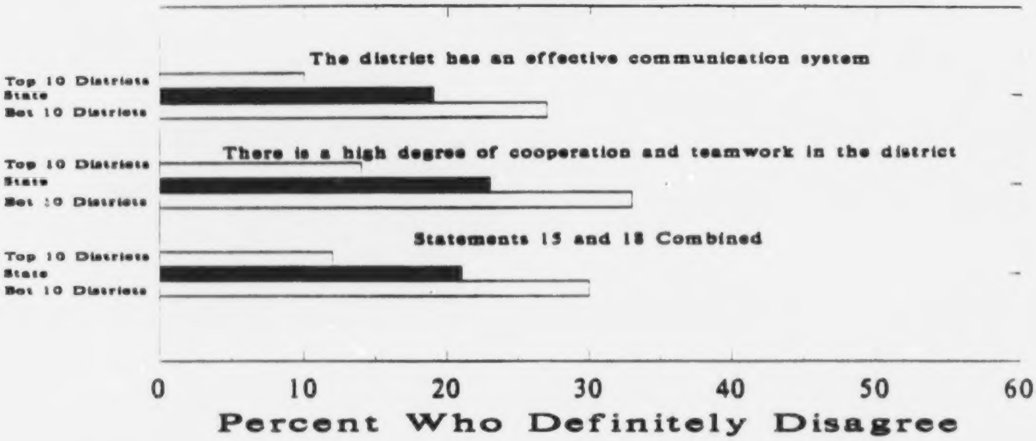
- Seventy-three percent (73%) of the educators in the top ten implementing districts agree and 27% disagree.
- Forty-seven percent (47%) of the educators in the bottom ten implementing districts agree and 53% disagree.
- The difference in agreement and disagreement between high and low level implementers of OBE is 26%.
- Statewide, 59% of the educators agree and 41% disagree.

As regards definite agreement and disagreement that there is a high degree of cooperation and teamwork as well as effective communication within the schools and the district, the Graphs 24 and 25 show data for each statement and for both statements combined.

Graph 24
Contrast 9Eb.



Graph 25
Contrast 9Ec.

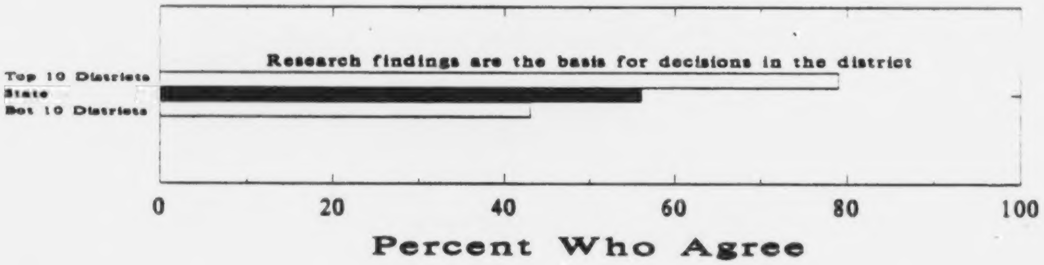


The data summary below is based on "Combined" score.

- Thirty-eight percent (38%) of the educators in the top ten implementing districts definitely agree and 12% definitely disagree.
- Twenty-three percent (23%) of the educators in the bottom ten implementing districts definitely agree and 30% definitely disagree.
- Statewide, 32% definitely agree and 21% definitely disagree.

Contrast 10E, Research Basis for Decisions. This area is covered by Statement 16 on the StQ. As regards agreement and disagreement that research findings are the basis for decisions and change (Graph 26), the following obtain:

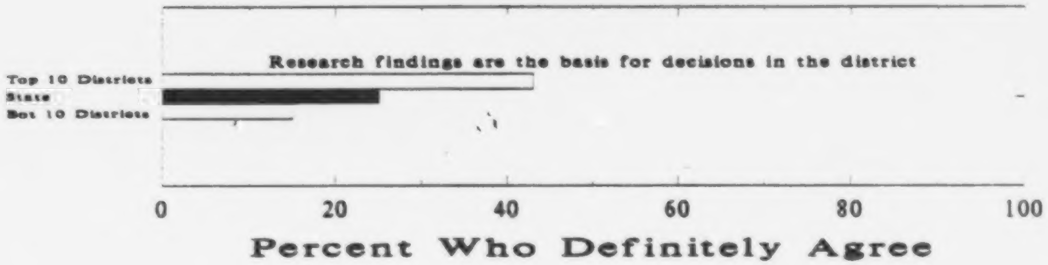
Graph 26
Contrast 10Ea



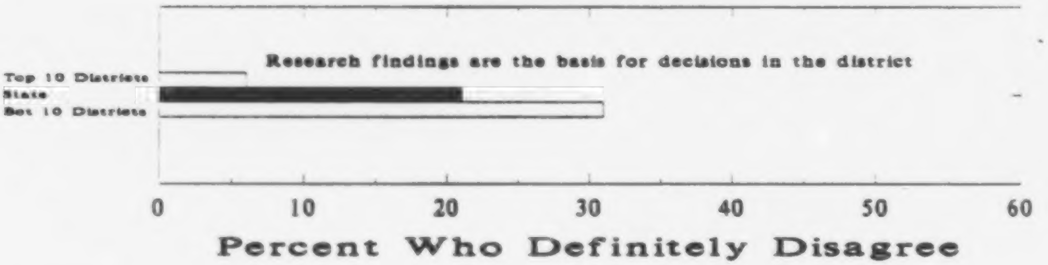
- Seventy-nine percent (79%) of the educators in the top ten implementing districts agree and 21% disagree.
- Forty-three percent (43%) of the educators in the bottom ten implementing districts agree and 57% disagree.
- The difference in agreement and disagreement between high and low level implementers of OBE is 36%.
- Statewide, 56% of the educators agree and 44% disagree.

As regards definite agreement and disagreement that research findings are the basis for decisions and change (Graphs 27 and 28), the following obtain:

Graph 27
Contrast 10Eb



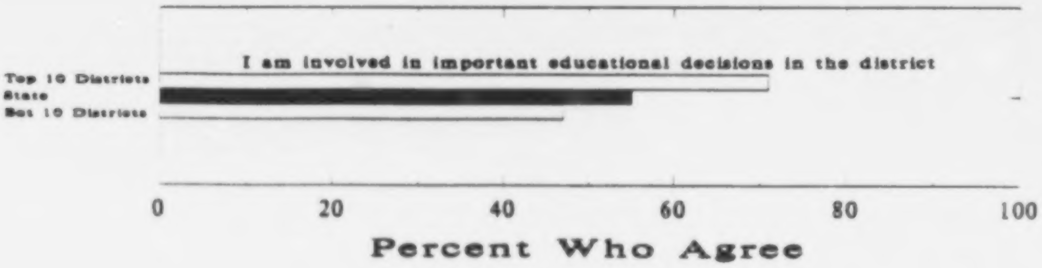
Graph 28
Contrast 10Ec



- Forty-three percent (43%) of the educators in the top ten implementing districts definitely agree and 6% definitely disagree.
- Fifteen percent (15%) of the educators in the bottom ten implementing districts definitely agree and 31% definitely disagree.
- Statewide, 25% definitely agree and 21% definitely disagree.

Contrast 11E. Involvement in Important Educational Decisions. This area is covered by Statement 17 on the StQ. As regards agreement and disagreement that they are involved in important educational decisions (Graph 29), the following obtain:

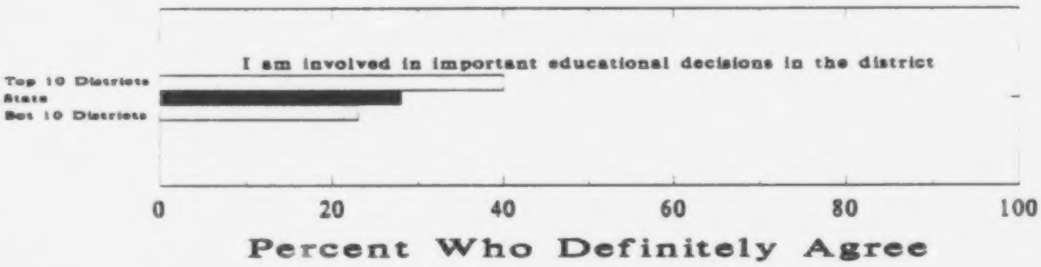
Graph 29
Contrast 11Ea



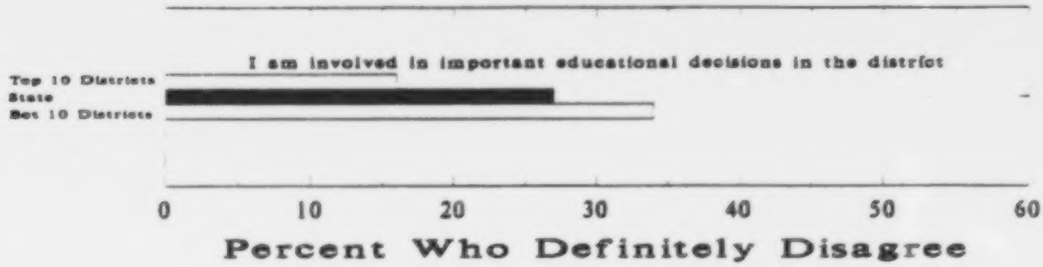
- Seventy-one percent (71%) of the educators in the top ten implementing districts agree and 29% disagree.
- Forty-seven percent (47%) of the educators in the bottom ten implementing districts agree and 53% disagree.
- The difference in agreement and disagreement between high and low level implementers of OBE is 24%.
- Statewide, 55% of the educators agree and 45% disagree.

As regards definite agreement and disagreement that they are involved in important educational decisions (Graphs 30 and 31), the following obtain:

Graph 30
Contrast 11Eb



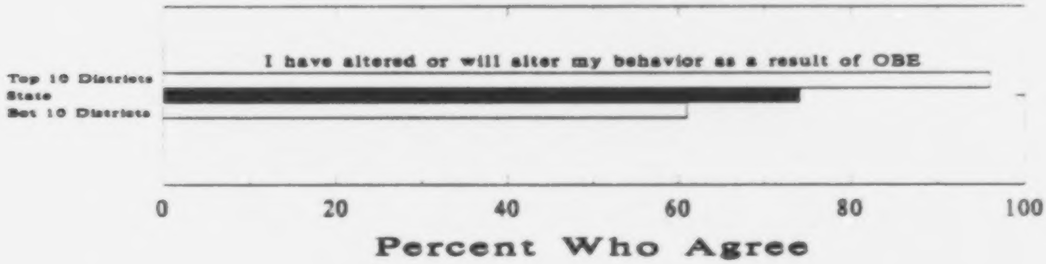
Graph 31
Contrast 11Ec



- Forty percent (40%) of the educators in the top ten implementing districts definitely agree and 16% definitely disagree.
- Twenty-three percent (23%) of the educators in the bottom ten implementing districts definitely agree and 34% definitely disagree.
- Statewide, 28% definitely agree and 27% definitely disagree.

Contrast 12E, Positive Staff Impact. This area is covered by Statement 19 on the StQ. As regards agreement and disagreement that they have altered or will alter their behavior as a result of OBE (Graph 32):

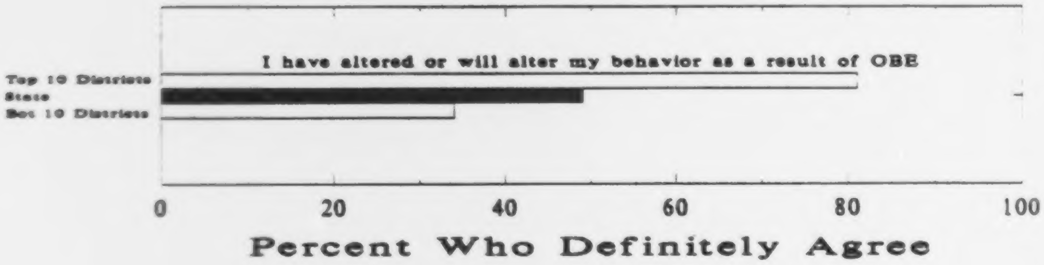
Graph 32
Contrast 12Ea



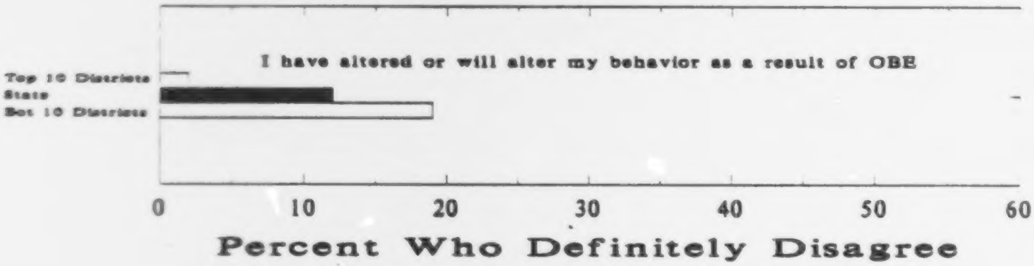
- Ninety-six percent (96%) of the educators in the top ten implementing districts agree and 4% disagree.
- Sixty-one percent (61%) of the educators in the bottom ten implementing districts agree and 39% disagree.
- The difference in agreement and disagreement between high and low level implementers of OBE is 35%.
- Statewide, 74% of the educators agree and 26% disagree.

As regards definite agreement and disagreement that they have altered or will alter their behavior as a result of OBE (Graphs 33 and 34), the following obtain:

Graph 33
Contrast 12Eb



Graph 34
Contrast 12Ec

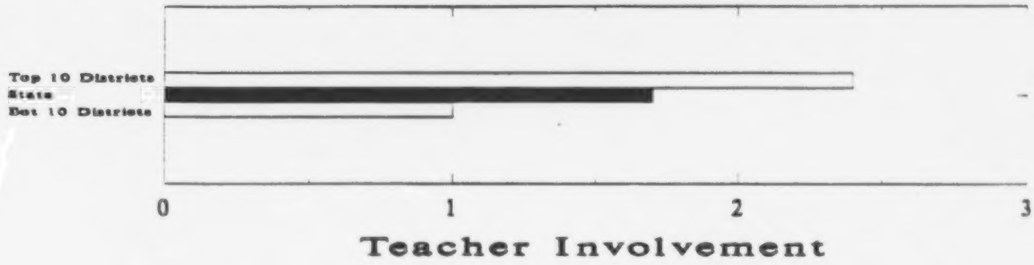


- Eighty-one percent (81%) of the educators in the top ten implementing districts definitely agree and 2% definitely disagree.
- Thirty-four percent (34%) of the educators in the bottom ten implementing districts definitely agree and 19% definitely disagree.
- Statewide, 49% definitely agree and 12% definitely disagree.

Contrast 13E through 19E. Individual Items on the SchQ. The following contrasts were taken from items on the School OBE Questionnaire (see Appendix B) which was completed by principals. As with the data above, the contrasts represent the top ten districts vs the bottom ten districts. For perspective, the figures for the state as a whole are provided.

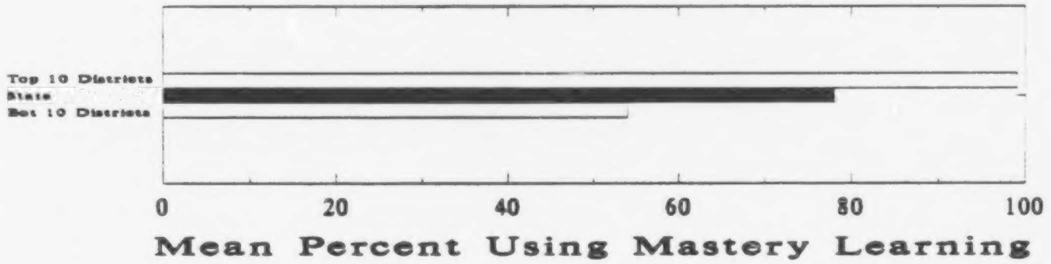
Contrast 13E. Teacher Involvement in OBE. Teacher involvement in OBE was determined using the procedures and formulas discussed earlier. Referring to Graph 35, it can be seen that in the top ten districts, the mean score for this variable was 2.40 and in the bottom ten districts the mean was 1.00. The mean score for the whole state was 1.70. The mid-point of the scale used for this variable is 1.50.

Graph 35
Contrast 13E



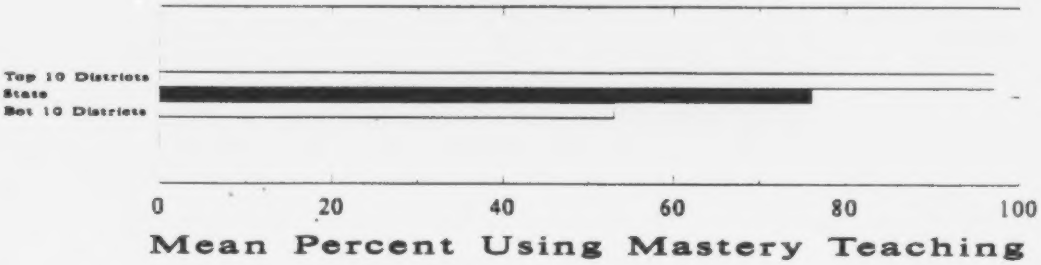
Contrast 14E. Mastery Learning. The mean percent of teachers using mastery learning in the top and bottom ten districts and in the state as a whole was determined using the procedures and formulas discussed earlier. Referring to Graph 36, it can be seen that for top ten districts, the mean percent of teachers engaged in mastery learning was 99% and for bottom ten districts, the figure was 54%. The difference was 45%. Statewide, an average of 78% of teachers use mastery learning.

Graph 36
Contrast 14E



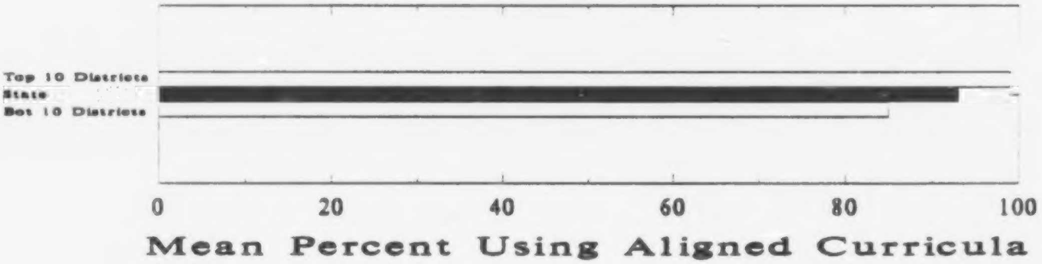
Contrast 15E. Mastery Teaching. The mean percent of teachers using mastery teaching in the top and bottom ten districts and in the state as a whole was determined using the procedures and formulas discussed earlier. Referring to Graph 37, it can be seen that for top ten districts, the mean percent of teachers engaged in mastery teaching was 97% and for bottom ten districts, the figure was 53%. The difference was 44%. Statewide, an average of 76% of teachers use mastery teaching.

Graph 37
Contrast 15E



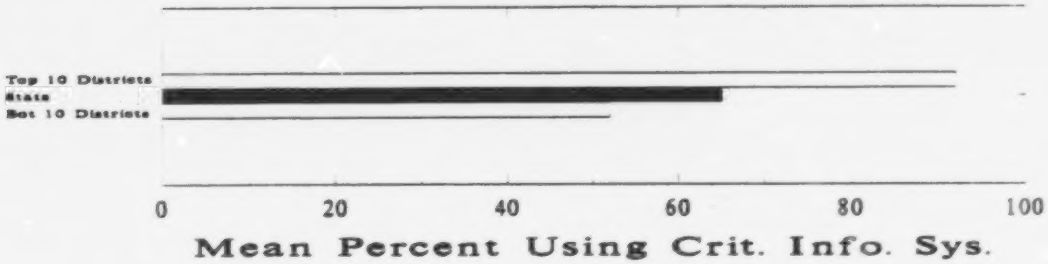
Contrast 16E. Aligned Curriculum. The mean percent of teachers using aligned curriculum in the top and bottom ten districts and in the state as a whole was determined using the procedures and formulas discussed earlier. Referring to Graph 38, it can be seen that for top ten districts, the mean percent of teachers using aligned curriculum learning was 99% and for bottom ten districts, the figure was 85%. The difference was 14%. Statewide, an average of 93% of teachers use aligned curriculum.

Graph 38
Contrast 16E



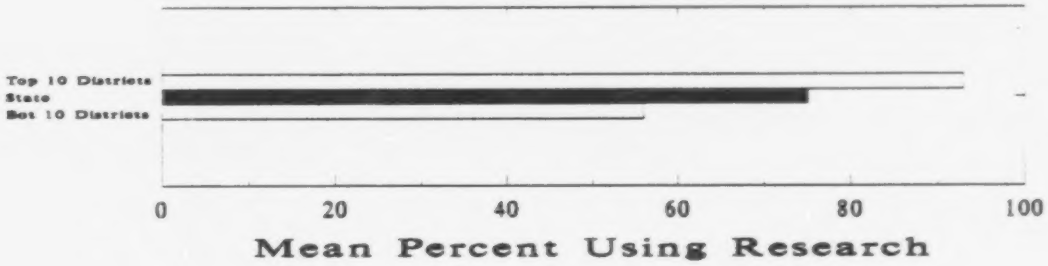
Contrast 17E. Criterion-Referenced Information Systems. The mean percent of teachers using criterion-referenced information systems in the top and bottom ten districts and in the state as a whole was determined using the procedures and formulas discussed earlier. Referring to Graph 39, it can be seen that for top ten districts, the mean percent of teachers using criterion referenced information systems was 92% and for bottom ten districts, the figure was 52%. The difference was 40%. Statewide, an average of 65% of teachers use criterion-referenced information systems.

Graph 39
Contrast 17E



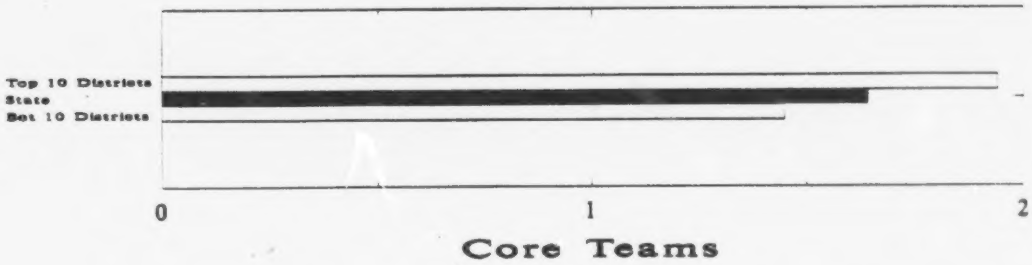
Contrast 18E. Research Findings. The mean percent of teachers basing practices on research findings in the top and bottom ten districts and in the state as a whole was determined using the procedures and formulas discussed earlier. Referring to Graph 40, it can be seen that for top ten districts, the mean percent of teachers basing practices on research findings was 93% and for bottom ten districts, the figure was 56%. The difference was 37%. Statewide, an average of 75% of teachers base practices on research findings.

Graph 40
Contrast 18E



Contrast 19E. Core Teams. The mean score for this variable was determined using the procedures and formulas discussed earlier. Referring to Graph 41, it can be seen that in the top ten districts, the mean score for this variable was 1.94 and in the bottom ten districts the mean was 1.45. The mean score for the whole state was 1.64. The mid-point of the scale used for this variable is 1.50.

Graph 41
Contrast 19E



Contrast 20E. Student Achievement Data. All districts were asked to provide student achievement data as regards either standardized achievement tests or end-of-level tests. Districts were asked to provide these data for the school years 1984-85 to 1989-90. The idea was to determine whether gains had been made as a result of OBE practices. As with questionnaire and interview data, districts were promised anonymity.

Of the eleven districts which responded, seven were in the top ten and two were in the bottom ten. For math, reading, and language, the seven districts in the top ten reported statistically significant gains (and in most cases, large gains) in all but one case. The two districts in the bottom ten reported no significant gains.

SECONDARY GRADES

The data presented below are based on the following:

Districts = 30
StQ = 2,948 Educators
SchQ = 165 Schools
Interviews = 63 Schools
118 Educators

Correlation Between Elementary and Secondary Data

A correlation was done for the composite weighted z-scores for the 30 districts having composite weighted z-scores for both elementary and secondary grades. The correlation was .81 indicating a high degree of similarity between the grades.

Contrasting the Top Ten and Bottom Ten OBE Implementers

From the 30 districts supplying secondary level data, the top ten and bottom ten implementing districts were identified. The data below show 20 contrasts between the top ten and bottom ten implementing districts in order to highlight the differences between high and low implementers of OBE. Level of implementation was defined by the composite weighted z-scores discussed earlier.

Contrast 1S. ODDM vs non-ODDM Districts.

Of the top ten districts as regards implementation level, nine are ODDM districts. All nine districts have been implementing ODDM for more than four years, although one of the ODDM districts has since changed to another OBE format.

Of the bottom ten districts as regards implementation level, two are ODDM districts and the remaining eight are non-ODDM districts. One of the ODDM districts in the bottom ten has been implementing ODDM for over four years and the other has been implementing ODDM for about two years.

Contrast 2S. Mean Score on the StQ.

As described earlier, each person received a mean score on the StQ. The mean score derived from all 19 items represents that person's overall agreement with the principles and practices of OBE.

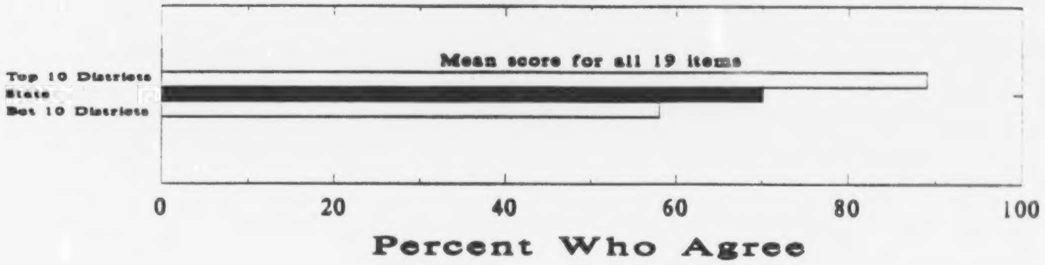
The data below show the percent of persons in three categories (top ten districts, state total, and bottom ten districts) who agreed, definitely agreed, and definitely disagreed with the principles and practices of OBE. The results are presented graphically for each of the three categories. "Top Ten Districts" refers to the ten districts with the highest composite weighted z-scores (highest OBE level of implementation), and "Bot Ten Districts" refers to the ten districts with the lowest composite weighted z-scores (lowest OBE level of implementation). "State" refers to all 30 districts, including the top ten and bottom ten.

"Agree" was defined as having a mean score greater than or equal to 3.50 which is the midpoint of the scale used. "Definitely Agree" was defined as having a mean score greater than or equal to 4.33 (the highest one-third) and "Definitely Disagree" was defined as having a mean score less than 2.67 (the lowest one-third).

All differences between top ten and bottom ten implementing districts are statistically significant ($p<.00$). As regards size of effect, all differences are large in magnitude (.8 standard deviations or greater).

As regards overall agreement and disagreement with the principles and practices of OBE (Graph 42), the following obtain.

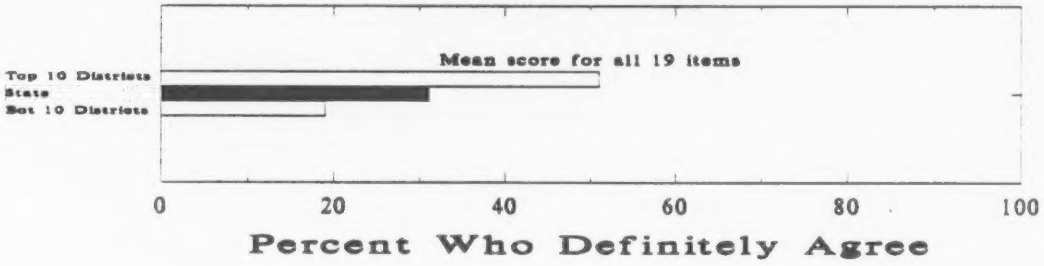
Graph 42
Contrast 2Sa



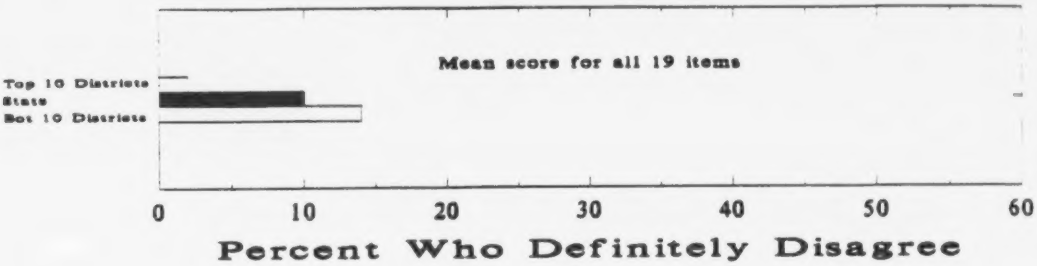
- Eighty-nine percent (89%) of the educators in the top ten implementing districts agree and 11% disagree.
- Fifty-eight percent (58%) of the educators in the bottom ten implementing districts agree and 42% disagree.
- The difference in agreement and disagreement between high and low level implementers of OBE is 31%.
- Statewide, 70% of the educators agree and 30% disagree.

As regards overall definite agreement and disagreement with the principles and practices of OBE (Graphs 43 and 44), the following obtain.

Graph 43
Contrast 2Sb



Graph 44
Contrast 2S'c



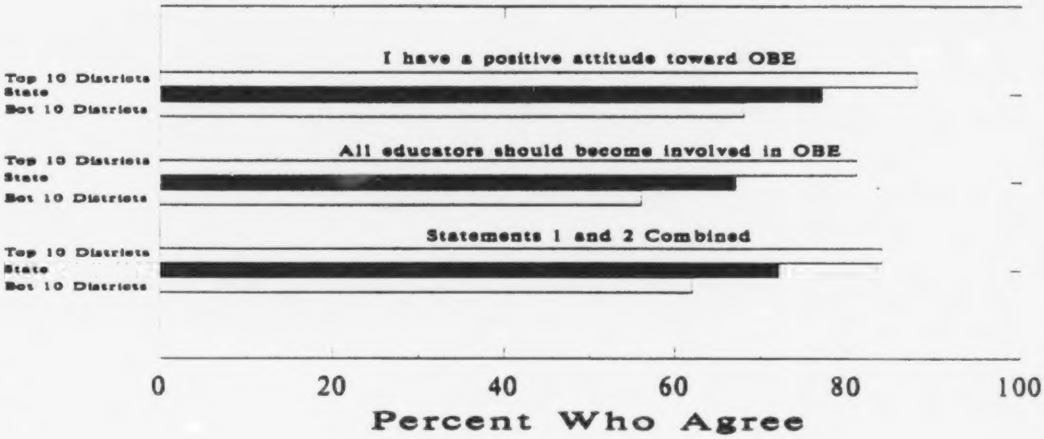
- Fifty-one percent (51%) of the educators in the top ten implementing districts definitely agree and 2% definitely disagree.
- Nineteen percent (19%) of the educators in the bottom ten implementing districts definitely agree and 14% definitely disagree.
- Statewide, 31% definitely agree and 10% definitely disagree.

Contrasts 3S through 12S, Individual Statements on the StQ. Contrasts 3 through 12 relate to individual statements on the StQ rather than the mean score as reported above. For contrasts 3 through 12, the data represent the percent of persons in each category (top ten districts, state total, and bottom ten districts) who agreed, definitely agreed, and definitely disagreed with particular statements and groups of statements on the StQ. "Agree," "Definitely Agree," and "Definitely Disagree" are defined as follows:

Agree = Person circled a 4, 5, or 6 on the questionnaire
Definitely Agree = Person circled a 5 or 6 on the questionnaire one-third)
Definitely Disagree = Person circled a 1 or 2 on the questionnaire (bottom one-third).

Contrast 3S. Attitude Toward OBE. As regards agreement and disagreement that they have a positive attitude toward OBE, Graph 45 below shows data for each statement (statements 1 and 2 on the StQ) and for both statements combined.

Graph 45
Contrast 3Sa.

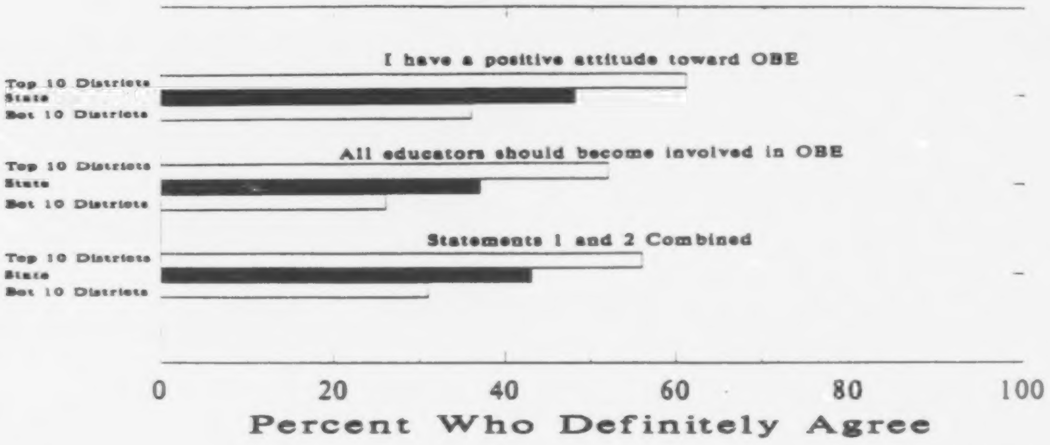


The data summary below is based on "Combined" score.

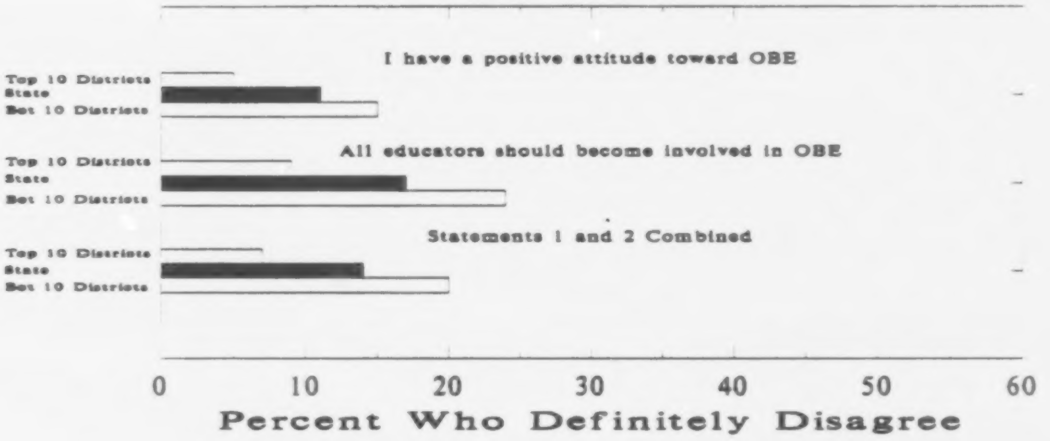
- Eighty-four percent (84%) of the educators in the top ten implementing districts agree and 16% disagree.
- Sixty-two percent (62%) of the educators in the bottom ten implementing districts agree and 38% disagree.
- The difference in agreement and disagreement between high and low level implementers of OBE is 22%.
- Statewide, 72% of the educators agree and 28% disagree.

As regards definite agreement and disagreement that they have a positive attitude toward OBE, the Graphs below (46 and 47) show data for each statement (statements 1 and 2 on the StQ) and for both statements combined.

Graph 46
Contrast 3Sb.



Graph 47
Contrast 3Sc.

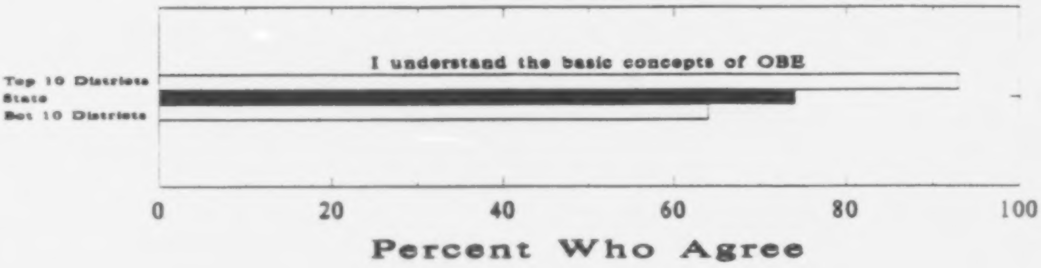


The data summary below is based on "Combined" score.

- Fifty-six percent (56%) of the educators in the top ten implementing districts definitely agree and 7% definitely disagree.
- Thirty-one percent (31%) of the educators in the bottom ten implementing districts definitely agree and 20% definitely disagree.
- Statewide, 43% definitely agree and 14% definitely disagree.

Contrast 4S. Understanding of OBE. As regards agreement and disagreement that they understand the basic concepts of OBE (Graph 48), the following obtain.

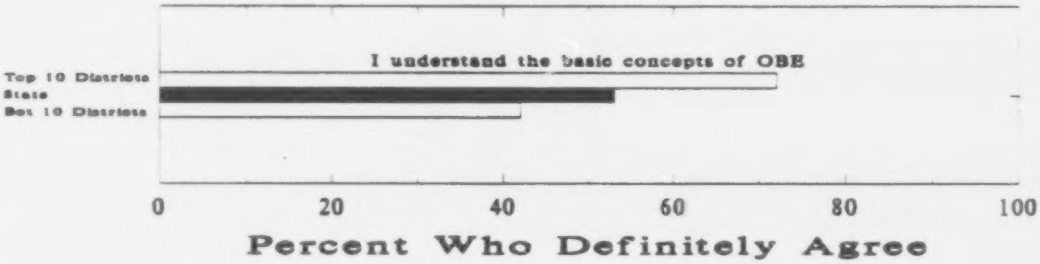
Graph 48
Contrast 4Sa



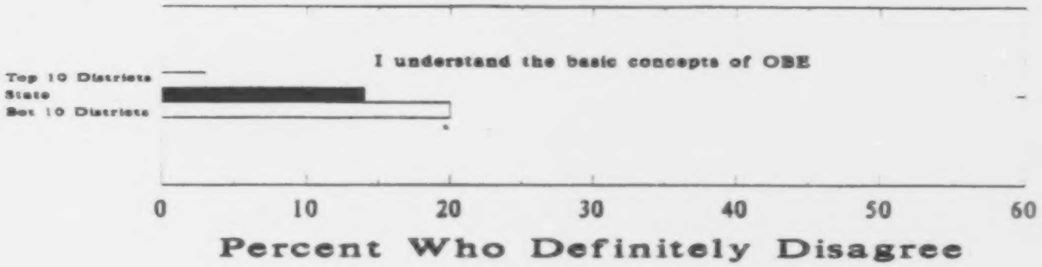
- Ninety-three percent (93%) of the educators in the top ten implementing districts agree and 7% disagree.
- Sixty-four percent (64%) of the educators in the bottom ten implementing districts agree and 36% disagree.
- The difference in agreement and disagreement between high and low level implementers of OBE is 29%.
- Statewide, 74% of the educators agree and 26% disagree.

As regards definite agreement and disagreement that they understand the basic concepts of OBE (Graphs 49 and 50), the following obtain.

Graph 49
Contrast 4Sb



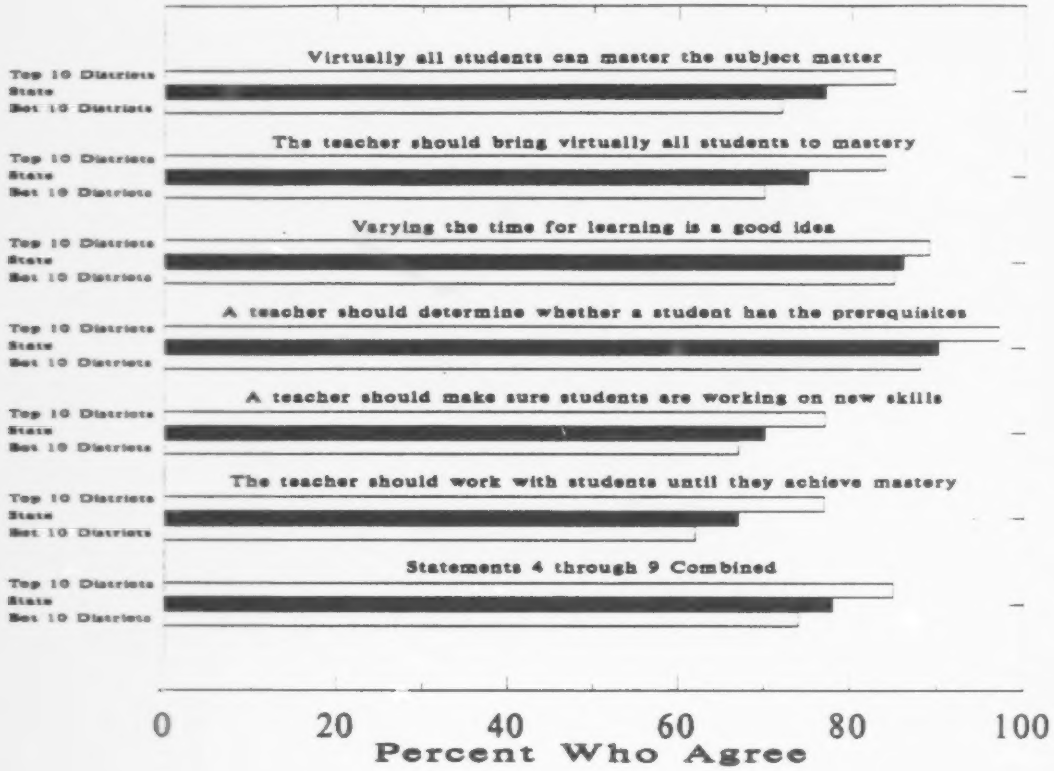
Graph 50
Contrast 4Sc



- Seventy-two percent (72%) of the educators in the top ten implementing districts definitely agree and 3% definitely disagree.
- Forty-two percent (42%) of the educators in the bottom ten implementing districts definitely agree and 20% definitely disagree.
- Statewide, 53% definitely agree and 14% definitely disagree.

Contrast 5S. Mastery Learning. As regards agreement and disagreement with the principles and practices of mastery learning, Graph 51 below shows data for each statement (statements 4 through 9 on the StQ) and for all statements combined.

Graph 51
Contrast 5Sa

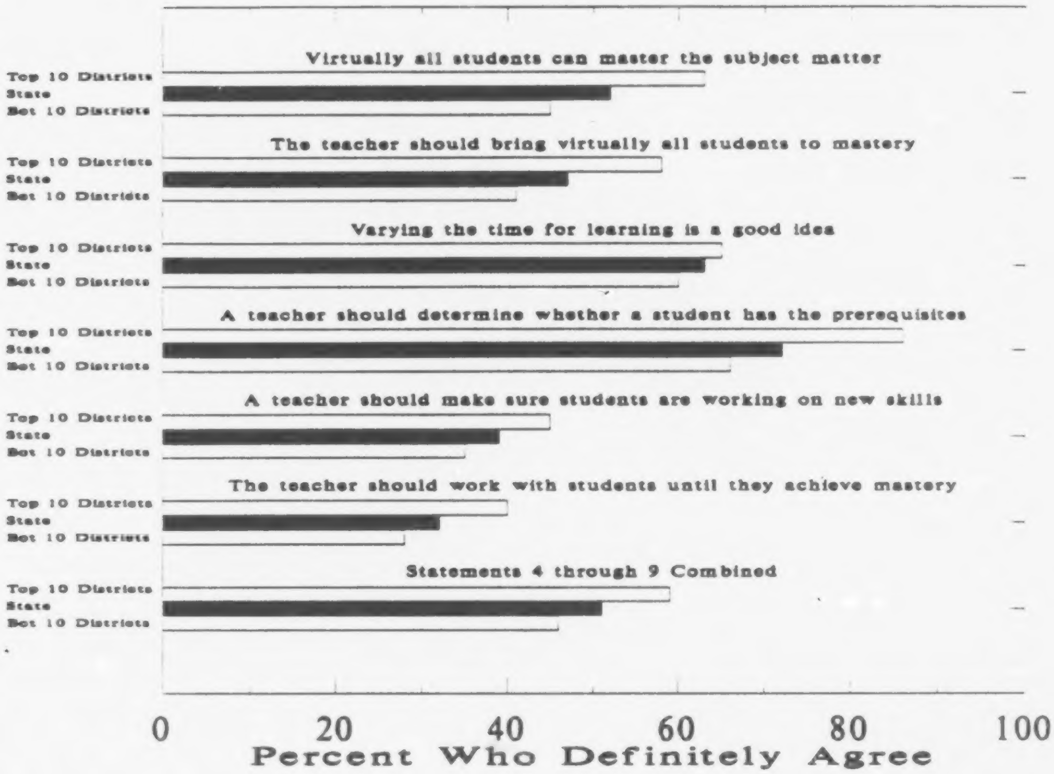


The data summary below is based on "Combined" score.

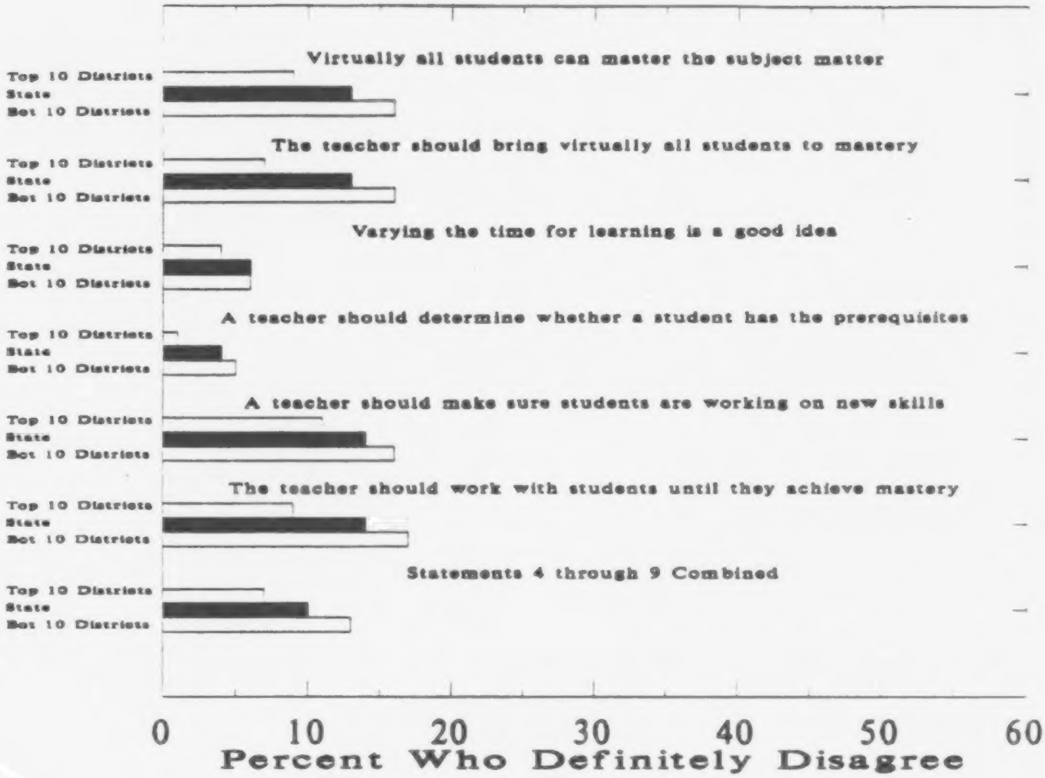
- Eighty-five percent (85%) of the educators in the top ten implementing districts agree and 15% disagree.
- Seventy-four percent (74%) of the educators in the bottom ten implementing districts agree and 26% disagree.
- The difference in agreement and disagreement between high and low level implementers of OBE is 11%.
- Statewide, 78% of the educators agree and 22% disagree.

As regards definite agreement and disagreement with the principles and practices of Mastery Learning, the Graphs below (52 and 53) show data for each statement (statements 4 through 9 on the StQ) and for all statements combined.

Graph 52
Contrast 5Sb



Graph 53
Contrast 5Sc



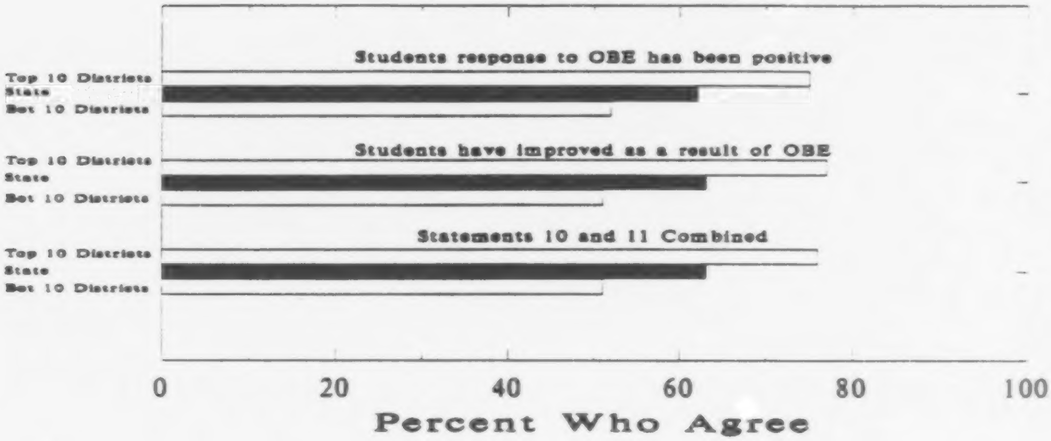
The data summary below is based on "Combined" score.

- Fifty-nine percent (59%) of the educators in the top ten implementing districts definitely agree and 7% definitely disagree.
- Forty-six percent (46%) of the educators in the bottom ten implementing districts definitely agree and 13% definitely disagree.
- Statewide, 51% definitely agree and 10% definitely disagree.

Contrast 6S. Student Attitude and Benefits. As regards agreement and disagreement that students have benefited from and have a positive attitude toward OBE, Graph 54 below shows data for each statement (statements 10 and 11 on the StQ) and for both statements combined.

Graph 54

Contrast 6Sa.

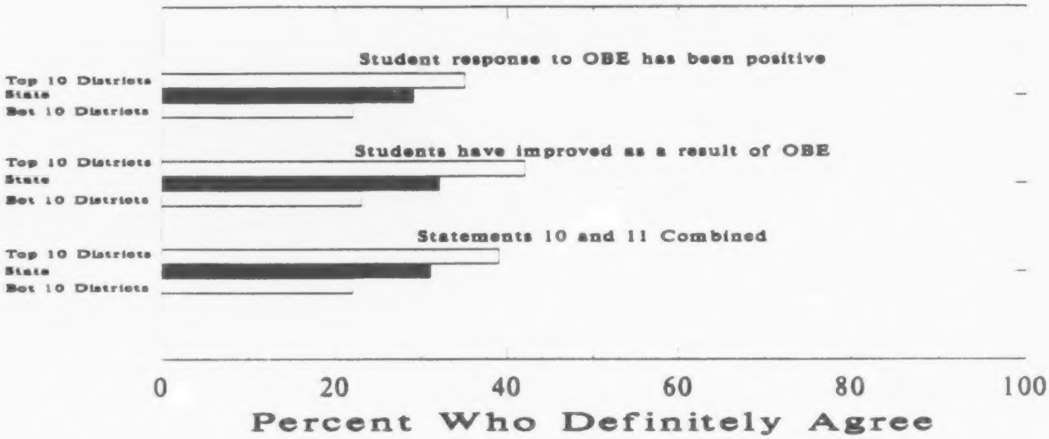


The data summary below is based on "Combined" score.

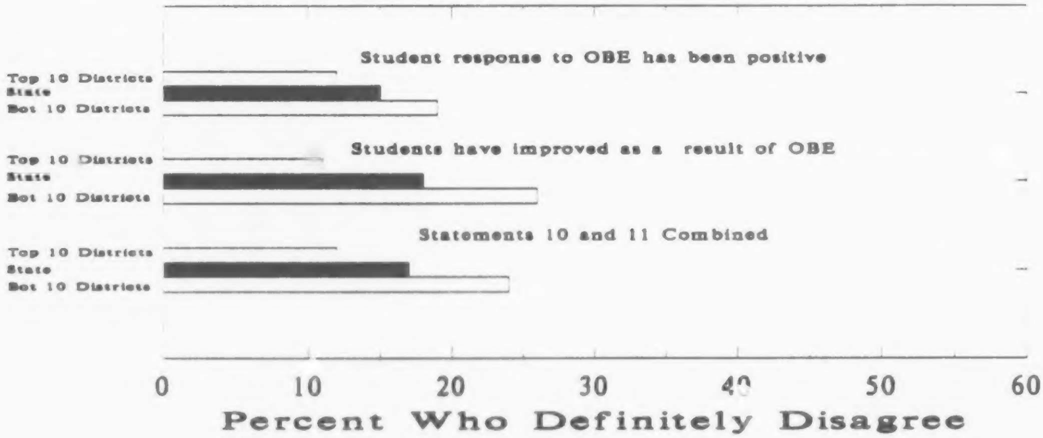
- Seventy-six percent (76%) of the educators in the top ten implementing districts agree and 24% disagree.
- Fifty-one percent (51%) of the educators in the bottom ten implementing districts agree and 49% disagree.
- The difference in agreement and disagreement between high and low level implementers of OBE is 25%.
- Statewide, 63% of the educators agree and 37% disagree.

As regards definite agreement and disagreement that students have benefited from and have a positive attitude toward OBE, the Graphs below (55 and 56) show data for each statement (statements 10 and 11 on the StQ) and for both statements combined.

Graph 55
Contrast 6Sb.



Graph 56
Contrast 6Sc.

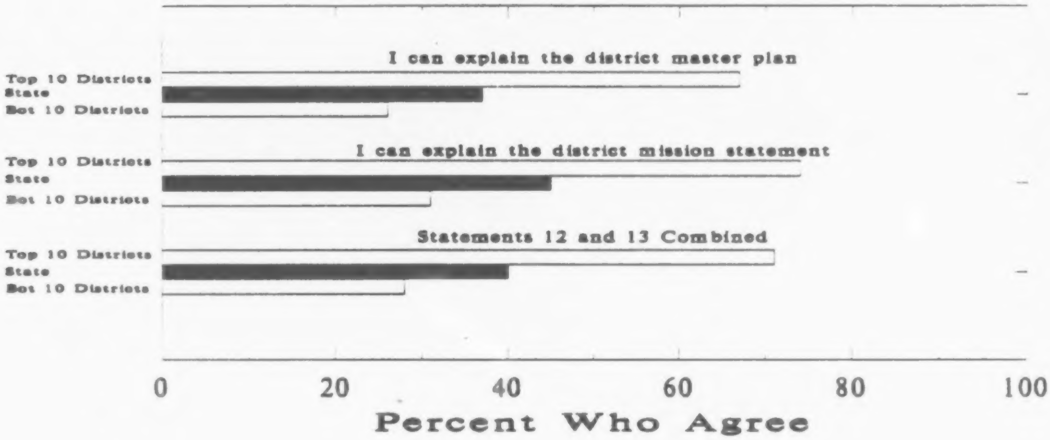


The data summary below is based on "Combined" score.

- Thirty-nine percent (39%) of the educators in the top ten implementing districts definitely agree and 12% definitely disagree.
- Twenty-two percent (22%) of the educators in the bottom ten implementing districts definitely agree and 24% definitely disagree.
- Statewide, 31% definitely agree and 17% definitely disagree.

Contrast 7S, Master Planning and Mission. As regards agreement and disagreement that they can explain the district master plan and mission statement, Graph 57 below shows data for each statement (statements 12 and 13 on the StQ) and for both statements combined.

Graph 57
Contrast 7Sa

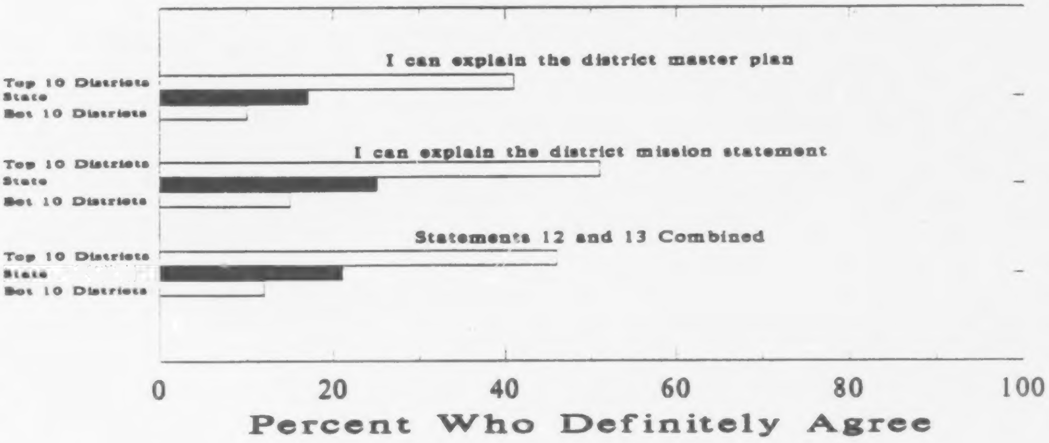


The data summary below is based on "Combined" score.

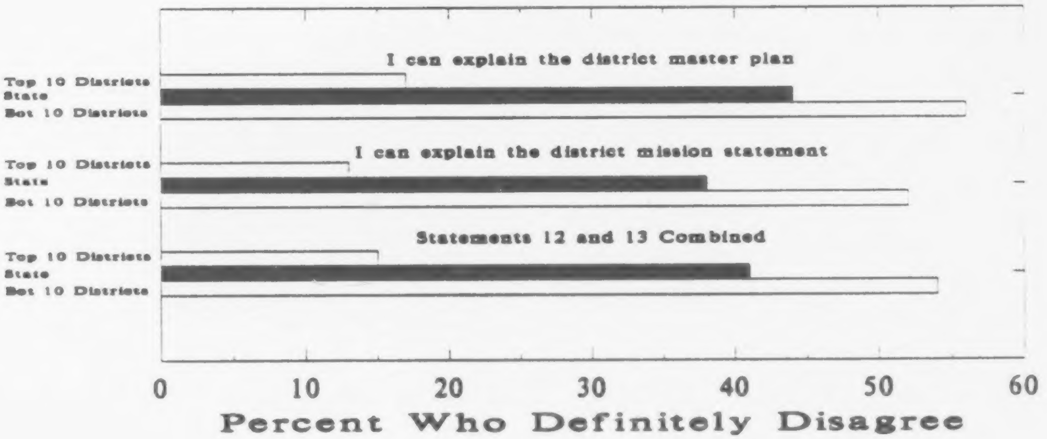
- Seventy-one percent (71%) of the educators in the top ten implementing districts agree and 29% disagree.
- Twenty-eight percent (28%) of the educators in the bottom ten implementing districts agree and 72% disagree.
- The difference in agreement and disagreement between high and low level implementers of OBE is 43%.
- Statewide, 40% of the educators agree and 60% disagree.

As regards definite agreement and disagreement that students have benefited from and have a positive attitude toward OBE, the Graphs below (58 and 59) show data for each statement (statements 10 and 11 on the StQ) and for both statements combined.

Graph 58
Contrast 7Sb



Graph 59
Contrast 7Sc

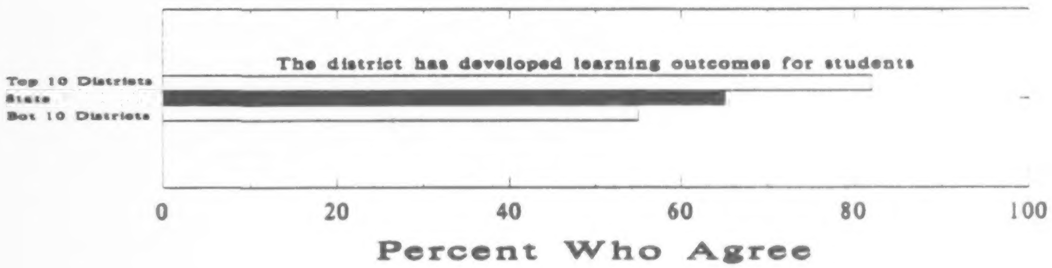


The data summary below is based on "Combined" score.

- Forty-six percent (46%) of the educators in the top ten implementing districts definitely agree and 15% definitely disagree.
- Twelve percent (12%) of the educators in the bottom ten implementing districts definitely agree and 54% definitely disagree.
- Statewide, 21% definitely agree and 41% definitely disagree.

Contrast 8S. Publicly Determined Outcomes. As regards agreement and disagreement that publicly stated, district-wide student outcomes have been formulated (Graph 60), the following obtain.

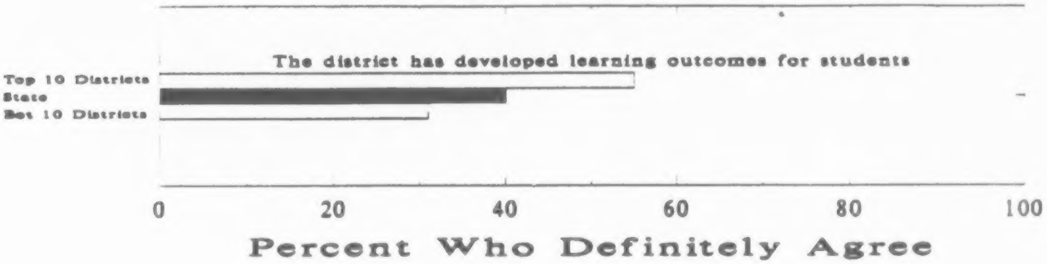
Graph 60
Contrast 8Sa



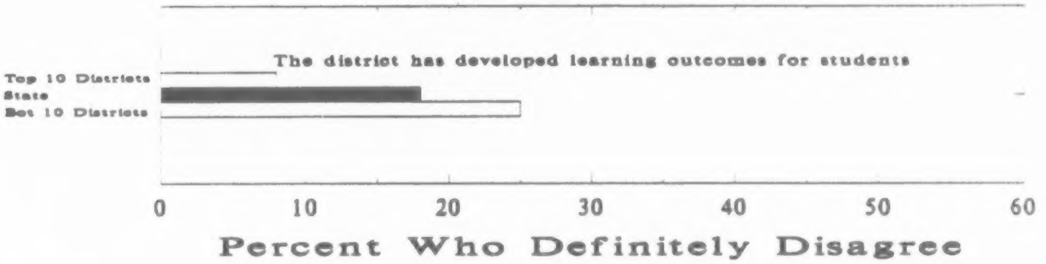
- Eighty-two percent (82%) of the educators in the top ten implementing districts agree and 18% disagree.
- Fifty-five percent (55%) of the educators in the bottom ten implementing districts agree and 45% disagree.
- The difference in agreement and disagreement between high and low level implementers of OBE is 27%.
- Statewide, 65% of the educators agree and 35% disagree.

As regards definite agreement and disagreement that publicly stated, district-wide student outcomes have been formulated (Graphs 61 and 62), the following obtain.

Graph 61
Contrast 8Sb



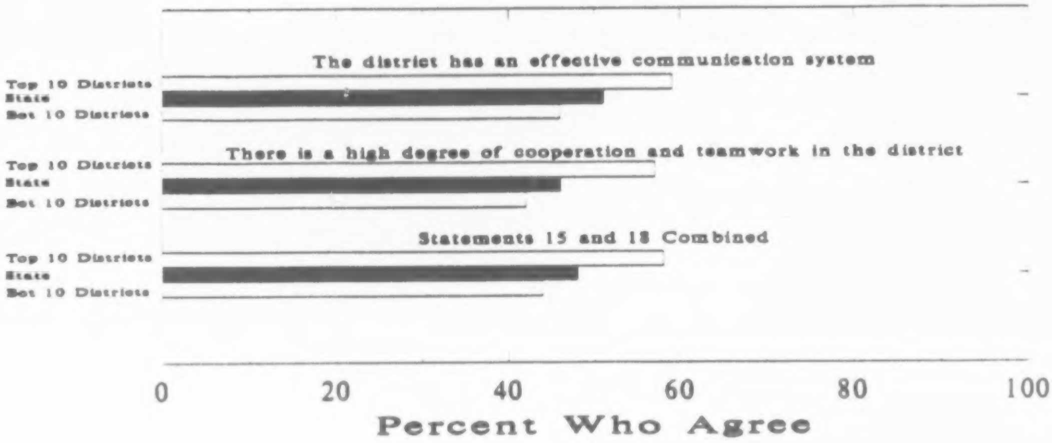
Graph 62
Contrast 8Sc



- Fifty-five percent (55%) of the educators in the top ten implementing districts definitely agree and 8% definitely disagree.
- Thirty-one percent (31%) of the educators in the bottom ten implementing districts definitely agree and 25% definitely disagree.
- Statewide, 40% definitely agree and 18% definitely disagree.

Contrast 9S. Communication and Teamwork. As regards agreement and disagreement that there is a high degree of cooperation and teamwork as well as effective communication within the schools and the district, Graph 63 below shows data for each statement (statements 15 and 18 on the StQ) and for both statements combined.

Graph 63
Contrast 9Sa.

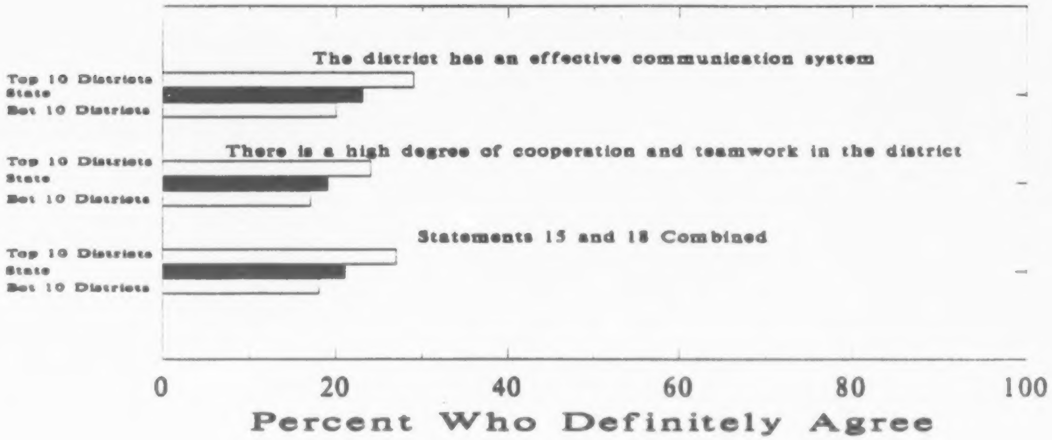


The data summary below is based on "Combined" score.

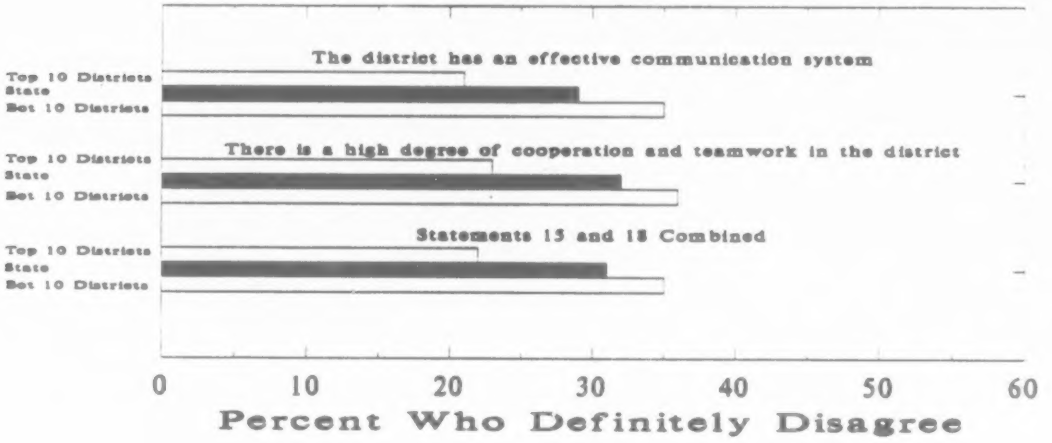
- Fifty-eight percent (58%) of the educators in the top ten implementing districts agree and 42% disagree.
- Forty-four percent (44%) of the educators in the bottom ten implementing districts agree and 56% disagree.
- The difference in agreement and disagreement between high and low level implementers of OBE is 14%.
- Statewide, 48% of the educators agree and 52% disagree.

As regards definite agreement and disagreement that there is a high degree of cooperation and teamwork as well as effective communication within the schools and the district, the Graphs below (64 and 65) show data for each statement (statements 15 and 18 on the StQ) and for both statements combined.

Graph 64
Contrast 9Sb.



Graph 65
Contrast 9Sc.

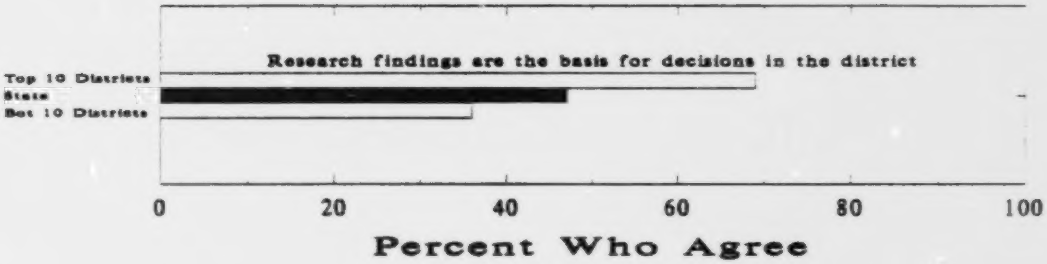


The data summary below is based on "Combined" score.

- Twenty-seven percent (27%) of the educators in the top ten implementing districts definitely agree and 22% definitely disagree.
- Eighteen percent (18%) of the educators in the bottom ten implementing districts definitely agree and 35% definitely disagree.
- Statewide, 21% definitely agree and 31% definitely disagree.

Contrast 10S. Research Basis for Decisions. As regards agreement and disagreement that research findings are the basis for decisions and change (Graph 66), the following obtain.

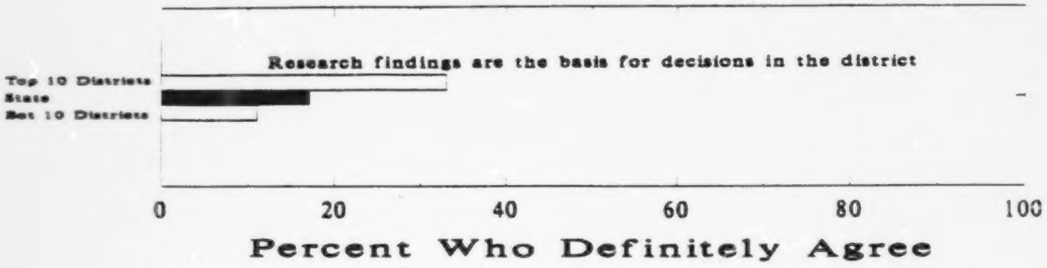
Graph 66
Contrast 10Sa



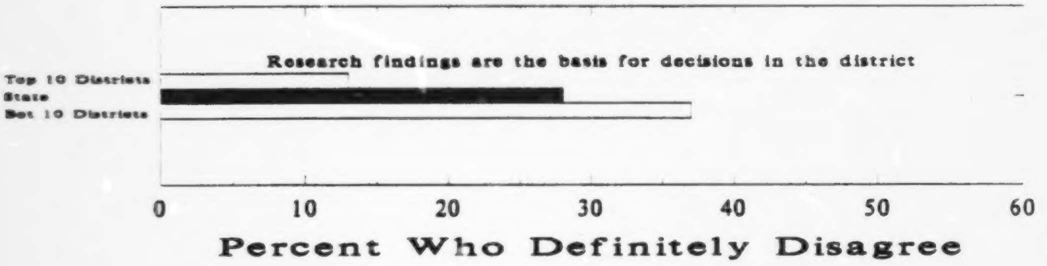
- Sixty-nine percent (69%) of the educators in the top ten implementing districts agree and 31% disagree.
- Thirty-six percent (36%) of the educators in the bottom ten implementing districts agree and 64% disagree.
- The difference in agreement and disagreement between high and low level implementers of OBE is 33%.
- Statewide, 47% of the educators agree and 53% disagree.

As regards definite agreement and disagreement that research findings are the basis for decisions and change (Graphs 67 and 68), the following obtain.

Graph 67
Contrast 10Sb



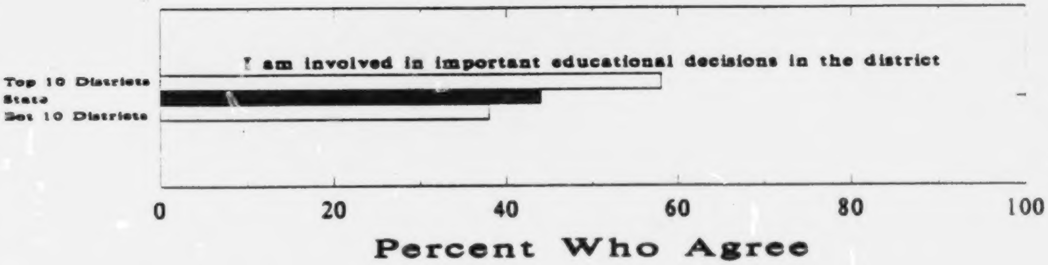
Graph 68
Contrast 10Sc



- Thirty-three percent (33%) of the educators in the top ten implementing districts definitely agree and 13% definitely disagree.
- Eleven percent (11%) of the educators in the bottom ten implementing districts definitely agree and 37% definitely disagree.
- Statewide, 17% definitely agree and 28% definitely disagree.

Contrast 11S. Involvement in Important Educational Decisions. As regards agreement and disagreement that they are involved in important educational decisions (Graph 69), the following obtain.

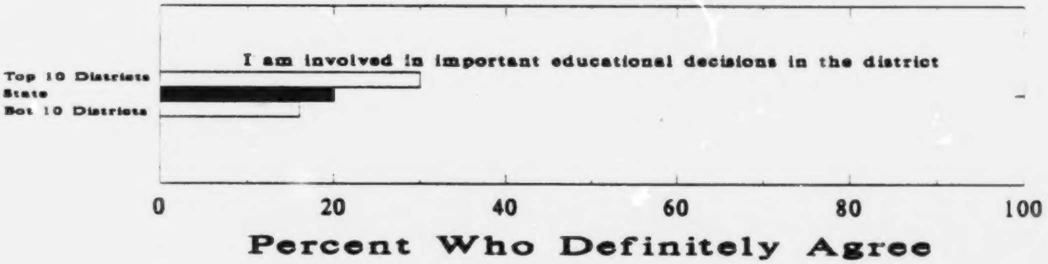
Graph 69
Contrast 11Sa



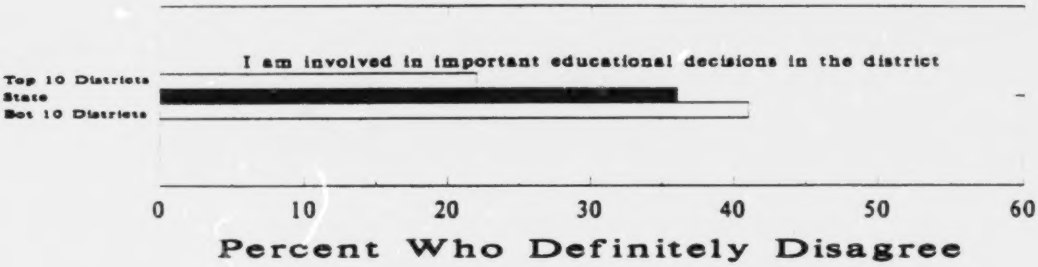
- Fifty-eight percent (58%) of the educators in the top ten implementing districts agree and 42% disagree.
- Thirty-eight percent (38%) of the educators in the bottom ten implementing districts agree and 62% disagree.
- The difference in agreement and disagreement between high and low level implementers of OBE is 20%.
- Statewide, 44% of the educators agree and 56% disagree.

As regards definite agreement and disagreement that they are involved in important educational decisions (Graph 70 and 71), the following obtain.

Graph 70
Contrast 11Sb



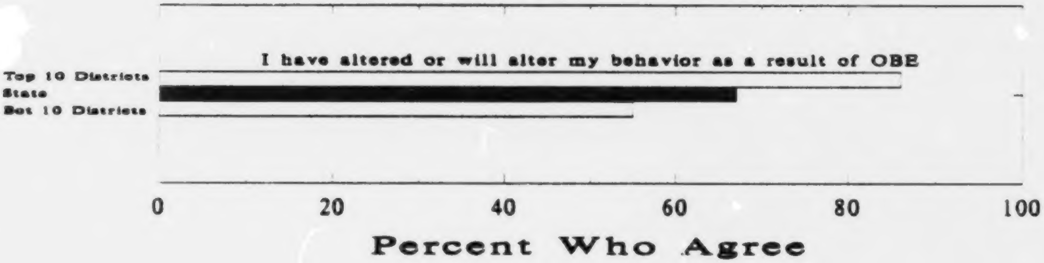
Graph 71
Contrast 11Sc



- Thirty percent (30%) of the educators in the top ten implementing districts definitely agree and 22% definitely disagree.
- Seventeen percent (17%) of the educators in the bottom ten implementing districts definitely agree and 41% definitely disagree.
- Statewide, 54% definitely agree and 36% definitely disagree.

Contrast 12S, Positive Staff Impact. As regards agreement and disagreement that they have altered or will alter their behavior as a result of OBE (Graph 72), the following obtain.

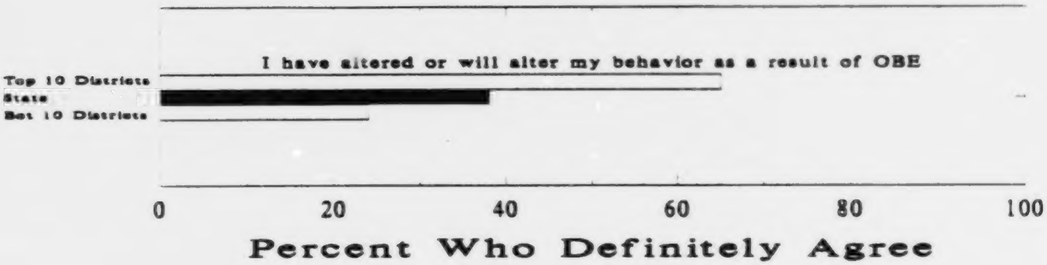
Graph 72
Contrast 12Sa



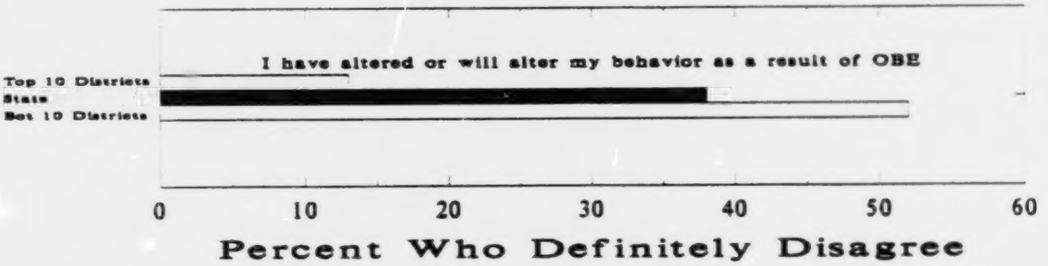
- Eighty-six percent (86%) of the educators in the top ten implementing districts agree and 14% disagree.
- Fifty-five percent (55%) of the educators in the bottom ten implementing districts agree and 45% disagree.
- The difference in agreement and disagreement between high and low level implementers of OBE is 31%.
- Statewide, 67% of the educators agree and 33% disagree.

As regards definite agreement and disagreement that they have altered or will alter their behavior as a result of OBE (Graph 73 and 74), the following obtain.

Graph 73
Contrast 12Sb



Graph 74
Contrast 12Sc

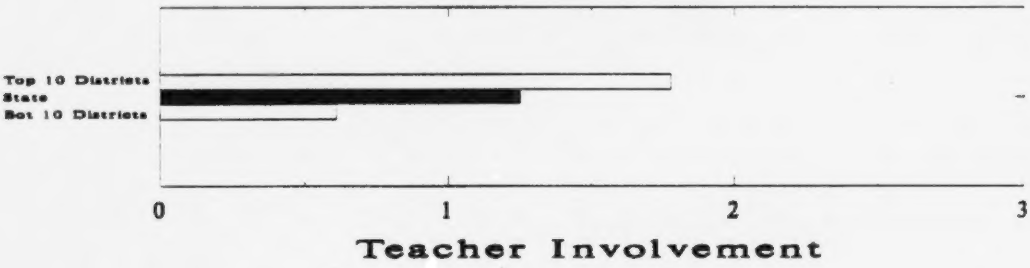


- Sixty-five percent (65%) of the educators in the top ten Implementing districts definitely agree and 7% definitely disagree.
- Twenty-four percent (24%) of the educators in the bottom ten implementing districts definitely agree and 25% definitely disagree.
- Statewide, 38% definitely agree and 19% definitely disagree.

Contrast 13S through 19S, Individual Items on the SchQ. The following contrasts were taken from items on the School OBE Questionnaire which was completed by principals. As with the data above, the contrasts represent the top ten districts vs the bottom ten districts. For perspective, the figures for the state as a whole are provided.

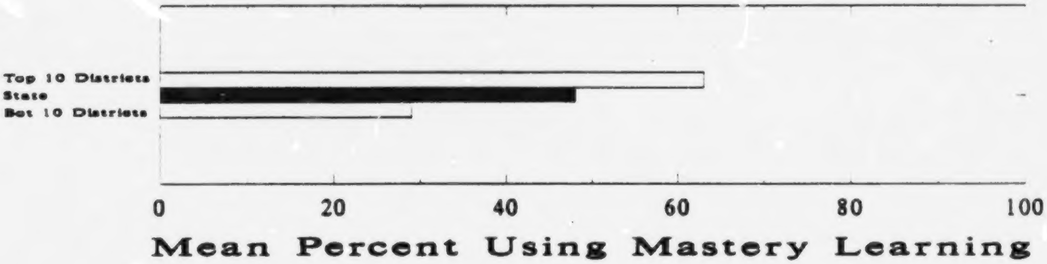
Contrast 13S, Teacher Involvement in OBE. Teacher involvement in OBE was determined using the procedures and formulas discussed earlier. Referring to Graph 75, it can be seen that in the top ten districts, the mean score for this variable was 1.78 while in the bottom ten districts the mean was .61. The mean score for the whole state was 1.25. The mid-point of the scale used for this variable is 1.50.

Graph 75
Contrast 13S



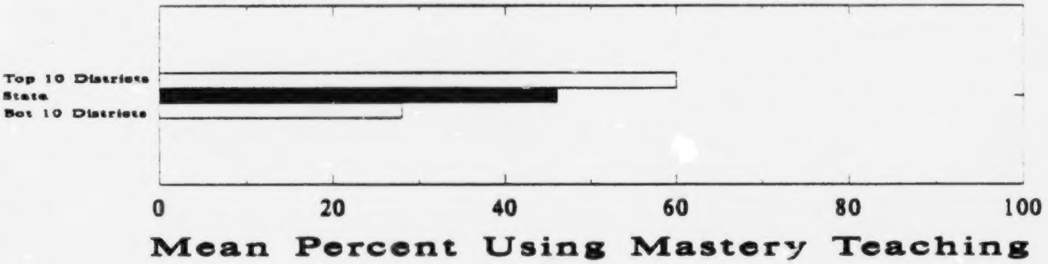
Contrast 14S. Mastery Learning. The mean percent of teachers using mastery learning in the top and bottom ten districts and in the state as a whole was determined using the procedures and formulas discussed earlier. Referring to Graph 76, it can be seen that for top ten districts, the mean percent of teachers engaged in mastery learning was 63% and for bottom ten districts, the figure was 29%. The difference was 34%. Statewide, an average of 48% of teachers use mastery learning.

Graph 76
Contrast 14S



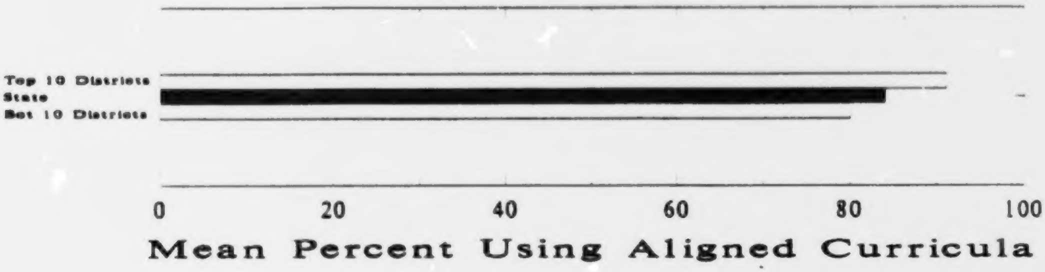
Contrast 15S. Mastery Teaching. The mean percent of teachers using mastery teaching in the top and bottom ten districts and in the state as a whole was determined using the procedures and formulas discussed earlier. Referring to Graph 77, it can be seen that for top ten districts, the mean percent of teachers engaged in mastery teaching was 60% and for bottom ten districts, the figure was 28%. The difference was 32%. Statewide, an average of 46% of teachers use mastery teaching.

Graph 77
Contrast 15S



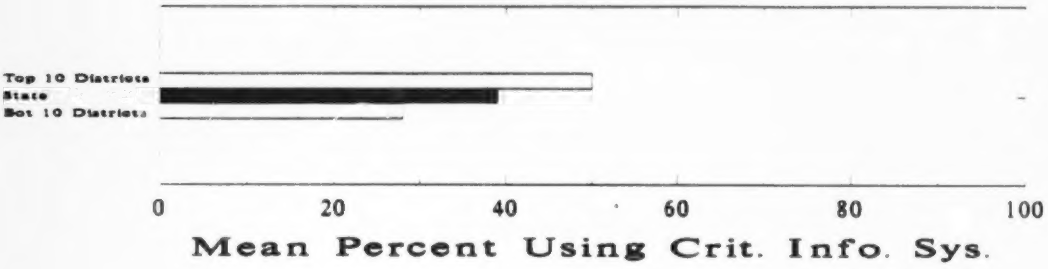
Contrast 16S. Aligned Curriculum. The mean percent of teachers using aligned curriculum in the top and bottom ten districts and in the state as a whole was determined using the procedures and formulas discussed earlier. Referring to Graph 78, it can be seen that for top ten districts, the mean percent of teachers using aligned curriculum learning was 91% and for bottom ten districts, the figure was 80%. The difference was 11%. Statewide, an average of 81% of teachers use aligned curriculum.

Graph 78
Contrast 16S



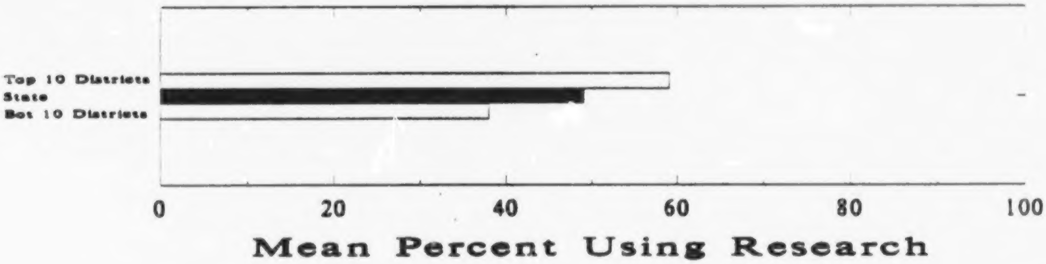
Contrast 17S. Criterion-referenced Information Systems. The mean percent of teachers using criterion-referenced information systems in the top and bottom ten districts and in the state as a whole was determined using the procedures and formulas discussed earlier. Referring to Graph 79, it can be seen that for top ten districts, the mean percent of teachers using criterion referenced information systems was 50% and for bottom ten districts, the figure was 28%. The difference was 22%. Statewide, an average of 39% of teachers use criterion-referenced information systems.

Graph 79
Contrast 17S



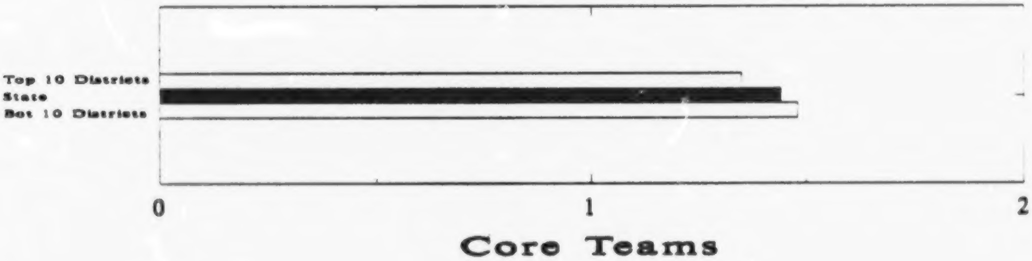
Contrast 18S. Research Findings. The mean percent of teachers basing practices on research findings in the top and bottom ten districts and in the state as a whole was determined using the procedures and formulas discussed earlier. Referring to Graph 80, it can be seen that for top ten districts, the mean percent of teachers basing practices on research findings was 59% and for bottom ten districts, the figure was 38%. The difference was 21%. Statewide, an average of 49% of teachers base practices on research findings.

Graph 80
Contrast 18S



Contrast 19S. Core Teams. The mean score for this variable was determined using the procedures and formulas discussed earlier. Referring to Graph 81, it can be seen that in the top ten districts, the mean score for this variable was 1.35 while in the bottom ten districts the mean was 1.48. The mean score for the whole state was 1.44. The mid-point of the scale used for this variable is 1.50.

Graph 81
Contrast 19S



Contrast 20S, Student Achievement Data. For the secondary grades, three districts provided pre and post data. Two were in the top ten implementing districts. Both of these districts reported significant gains in the areas of math, reading, and language.

SUMMARY

There is a significantly higher level of implementation of OBE in ODDM districts. Virtually all of the top ten implementing districts in the state use the ODDM approach to OBE, and virtually none of the bottom ten implementing districts use ODDM. This means that results related to contrasts between top ten and bottom ten implementing districts are essentially contrasts between ODDM and non-ODDM districts.

Statewide, an overwhelming majority of elementary educators agree with the principles and practices of OBE and have a positive attitude toward OBE. Only six percent definitely disagree with the principles and practices of OBE.

The elementary educators in the top ten implementing districts all but unanimously agree with the following:

OBE principles and practices;
They have a positive attitude toward OBE;
They understand the principles and practices of OBE;
Varying the time for learning is a good idea;
A teacher should determine whether a student has the prerequisite skills;
Students have a positive attitude toward OBE;
Students have benefited from OBE;
Student outcomes have been determined for the district and have been publicly stated; and
Teachers and administrators have already or will in the future change their job behavior as a result of OBE.

Even in the bottom ten implementing districts, a large majority of elementary educators agree with the statements above.

Virtually none of the elementary educators in the top ten implementing districts definitely disagree with the principles and practices of OBE and 76% definitely agree. This means that for every educator in the top ten districts who definitely disagrees, there are 76 educators who definitely agree. Even in the bottom ten implementing districts, only 11% definitely disagree, and the definitely agree/disagree ratio is about four to one. Statewide, about eight educators definitely agree for every one who definitely disagrees.

The differences in agreement with principles and practices of OBE between top and bottom ten implementing districts at the elementary level are about 30% on the average. The largest difference is 52% in the area of "understanding the master plan and mission statement." The smallest difference is 13% in the area of "agreement with principles and practices of mastery learning."

Statewide, an overwhelming majority of the elementary-grade teachers are:

1. Involved in OBE
2. Using mastery learning
3. Using mastery teaching
4. Using criterion-referenced information systems
5. Using research based information

In addition, a majority of the schools statewide have a core team. In the top ten implementing districts, virtually all teachers are involved in 1 through 5 above, and virtually all schools have a core team. In the bottom ten implementing districts, a majority of the teachers are involved in 1 through 5 above, and slightly less than a majority of the schools have a core team.

Results are essentially the same for secondary grades. This means that there is a difference of about 30% on the average between top ten and bottom ten implementing districts in their agreement with the principles and practices of OBE. As with the elementary grades, the largest difference (43%) was in the area of "understanding the master plan and mission statement," and the smallest difference (11%) was in the area of "agreement with the principles and practices of mastery learning."

Elementary educators are, however, more positive about OBE than secondary educators. The difference is about 8% on the average. The largest difference (13%) is in the area of "agreement that students have a positive attitude toward and have benefited from OBE," and the smallest difference (2%) is in the area of "agreement with the principles and practices of mastery learning."

For the most part, the top ten implementing districts report significant gains (1985 to 1989 or 1990) in student achievement. The bottom ten implementing districts report no significant gains in student achievement.

CONCLUSIONS

The majority of states have embarked upon school reform efforts that are similar to OBE as described in this report. Utah is unique in the extent to which OBE has been implemented, with all districts using OBE to some degree, and over half the districts using ODDM as their method of restructuring the school system.

OBE has made a major impact on education in Utah since State funding and coordination began in 1985. The beliefs, attitudes and practices associated with OBE have been adopted by most educators in the state. More than half of the professional educators in Utah have received extensive training in OBE.

A number of "defining characteristics" of OBE have been identified and discussed in this report. Although the core characteristics are widely understood and accepted by Utah educators, other important components of OBE are not widely understood and accepted.

It would appear that "OBE," as defined herein, and "SIF" are not only compatible, but complimentary in theory and approach. This conclusion is based upon both an analysis of "SIF" and "OBE" and the perception of Utah educators interviewed in this study.

More and more educators, especially teachers, are beginning to realize that it is important to test what is being taught. To this end, most districts are aligning their academic curricula with Utah's Core Curriculum, developing their own criterion referenced tests, or using the state's end of level tests to determine whether satisfactory student progress is being made.

Among other conclusions are:

- Implementation of OBE generally requires a restructuring of the entire educational system and consequently takes a significant period of time.
- There is higher level of OBE implementation in districts which have adopted ODDM as a development model than in other districts.
- There is higher level of OBE implementation in smaller districts.
- There is higher level of OBE implementation in elementary schools.
- Virtually all staff in districts with a higher level of OBE implementation agree

with the principles and practices of OBE and have a positive attitude toward OBE.

- Virtually none of the staff in districts with a higher level of OBE implementation either disagree with the principles and practices of OBE or have a negative attitude toward OBE. Virtually all educators in the state agree with the principles and practices of mastery learning.
- Although the evidence is limited, it appears that districts with a higher level of implementation of OBE also demonstrate higher student achievement gains.

RECOMMENDATIONS

The following recommendations are based on information obtained from the OBE literature, OBE grant applications and reports, and interviews and questionnaires from the current study:

- The State should continue coordination of OBE.
- The State should continue to specifically earmark financial support for OBE.
- Funding for district projects should be contingent on a well-articulated plan.
- Funding for district projects should be contingent on an acceptable evaluation plan.
- Funding should be on a progressive basis, i.e, districts must show evidence of satisfactory progress on current OBE activities before the issuance of new grants.
- The State Office should continue in the planning and coordination of inservice training related to OBE.
- The State Office should identify and certify at least one OBE demonstration site.
- The State Office should develop a cadre of mentoring teachers for OBE.
- The State Office should make a concentrated effort to expand the implementation of OBE at the secondary level.
- The State Office should strengthen the support system for large districts wishing to implement OBE.
- Institutions of higher education should offer preservice and inservice teacher training in the principles and practices of OBE.
- In offering preservice and inservice training in the principles and practices of OBE, institutions of higher education should model OBE practices

APPENDIX A

RECOMMENDED READINGS

RECOMMENDED READINGS

Selected readings follow. The importance of the references are indicated by the following scale:

* introductory readings, includes some history, philosophy, and component descriptions and definitions of OBE

** includes descriptions of OBE implementations under various conditions and sites

+ includes ODDM-specific readings (may be some overlap with "*" above

++ includes OBE-related readings on such topics as mastery learning/teaching, cooperative learning, site based management, certification, and other areas covered in the "school reform" and "effective schools" leterature

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APPENDIX B

DATA GATHERING INSTRUMENTS

SOE 03-2623-04
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DISTRICT OBE QUESTIONNAIRE

As part of a state-contracted evaluation of Outcome Based Education (OBE), R & D Consultants is gathering information from schools and districts. Please complete the questionnaire below and return it by ________________. If you have questions, please call Dr. Evans or Dr. Applegate at 466-9365. Thank you for your assistance.

Research & Development Consultants
4988 Kalani Drive
Salt Lake City, Utah 84117

Name of District: ________________________________ Date: ________________

Name of person or persons completing questionnaire: ________________________________

____

I. OBE COMPONENTS WHICH HAVE BEEN OR ARE BEING IMPLEMENTED. Eleven major OBE components are listed below along with a corresponding goal statement. For each component, please indicate the following:

Progress made in attaining the stated goal prior to the start of this school year.
Estimated progress to be made in attaining the stated goal by the end of this school year.

As an example, for number 1 under A below, if your district was 60% of the way toward meeting the goal of "commitment of all staff to a set of beliefs which is compatible with focusing all efforts on student outcomes and benefits ..." before this school year started, then place an "X" above "60%." If the progress was 65%, then place an "X" between 60% and 70%.

For number 2 under A below, if you estimate that by the end of this school year, progress toward attaining this belief system goal will increase to 70%, then place an "X" above 70%. On the other hand, if you estimate that progress will decrease to 50% by the end of this school year, then place an "X" above 50%.

A. BELIEF SYSTEM. Commitment of all staff to a set of beliefs which is compatible with focusing all efforts on student outcomes and benefits and which is compatible with the principle that virtually all students can learn well.

1. Progress in Attaining the Goal Before the Start of This School Year

____
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

2. Estimated Progress in Attaining the Goal By the End of This School Year

____
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

B. INSTRUCTIONAL PROCESS. Use of an instructional process which incorporates the best available research and practice; the instructional process incorporates Mastery Learning, Mastery Teaching, and/or equivalent and compatible practices.

1. **Progress in Attaining the Goal Before the Start of This School Year**

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

2. **Estimated Progress in Attaining the Goal By the End of This School Year**

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

C. INSTRUCTIONAL DELIVERY SYSTEM. Use of a system which assures that each student always works on a skill that has not been mastered; which assures that each student has the prerequisites for learning a skill that has not been mastered; which provides certification of achievement (such as grades, graduation) when earned by students; which eliminates mediocre and failing grades; and which includes other elements of a learner-friendly environment.

1. **Progress in Attaining the Goal Before the Start of This School Year**

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

2. **Estimated Progress in Attaining the Goal By the End of This School Year**

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

D. INFORMATION MANAGEMENT SYSTEM. Use of a criterion-referenced information management system, both at the classroom and building levels, for planning student learning programs, for coordinating timely delivery of information, for assessing student progress, for reporting to parents, and for evaluating programs.

1. **Progress in Attaining the Goal Before the Start of This School Year**

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

2. **Estimated Progress in Attaining the Goal By the End of This School Year**

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

E. ALIGNED CURRICULUM. Use of an aligned curriculum to support aligned instruction, including (1) publicly determined and stated learning outcomes consistent with the Utah State Core Curriculum, (2) teaching to these learning outcomes, and (3) measuring achievement of these learning outcomes.

1. Progress in Attaining the Goal Before the Start of This School Year

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

2. Estimated Progress in Attaining the Goal By the End of This School Year

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

F. COMMUNITY PARTICIPATION. Community participation in cooperative planning and program operations to develop in the community an understanding of and ownership in the school program, and to involve parents in their own student's learning.

1. Progress in Attaining the Goal Before the Start of This School Year

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

2. Estimated Progress in Attaining the Goal By the End of This School Year

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

G. COMPREHENSIVE PLANNING. Use of a comprehensive planning process; development of a District Master Plan (a yearly plan as well as a long-range strategic plan) which guides school improvement efforts.

1. Progress in Attaining the Goal Before the Start of This School Year

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

2. Estimated Progress in Attaining the Goal By the End of This School Year

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

H. RESOURCE LEVERAGING. Effective utilization of human and financial resources, including the pooling and focusing of various funding sources.

1. Progress in Attaining the Goal Before the Start of This School Year

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

2. Estimated Progress in Attaining the Goal By the End of This School Year

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

I. STAFF DEVELOPMENT. Staff development training based on the philosophy of OBE, focusing on student outcomes and benefits, and founded on a district plan for staff training.

1. **Progress in Attaining the Goal Before the Start of This School Year**

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

2. **Estimated Progress in Attaining the Goal By the End of This School Year**

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

J. RENEWAL. A continuing process for program and staff renewal, consistent with the best information available on learning, effective instruction, and positive organizational structure.

1. **Progress in Attaining the Goal Before the Start of This School Year**

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

2. **Estimated Progress in Attaining the Goal By the End of This School Year**

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

K. EVALUATION. Use of: (1) quality control to monitor the implementation of all OBE components; (2) independent expert and/or independent peer review of materials and procedures; (3) reliable and valid measures to determine student progress.

1. **Progress in Attaining the Goal Before the Start of This School Year**

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

2. **Estimated Progress in Attaining the Goal By the End of This School Year**

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

II. OBE MODEL. Indicate which model of Outcome Based Education your district is using:

_____ ODDM _____ Other, Specify ____________________

_____ Don't Know Which OBE Model _____ District is not using an OBE Model

III. OBE TRAINING AT THE DISTRICT LEVEL. Indicate below the number of district-level professionals who have had OBE-related training.

A. BASICS AND FOUNDATIONS

1.______ ODDM

2.______ Other OBE Model

3.______ Vision

4.______ Mission

5.______ Outcomes (Exit Behaviors)

  ______ Self Esteem

  ______ Thinking Skills

  ______ Self-directed Learner

  ______ Concern for Others

  ______ Academic Skills

  ______ Process Skills

    ______ Accountability

    ______ Communication

    ______ Decision Making

    ______ Group Processes

    ______ Problem Solving

  ______ Other:______________________

6.______ Research Base on Effective Schools

7.______ Psychological Base

8.______ Philosophical Base

9.______ Leadership Training

10.______ Other:____________________________

B. ADMINISTRATIVE SUPPORT

1.______ Change Process

2.______ Climate/Culture

B. ADMINISTRATIVE SUPPORT (Cont)

3.______ Communication

4.______ Management & Organization

5.______ Problem Solving

6.______ Staff Development Plan

7.______ Other: ______________________

C. COMMUNITY SUPPORT

1.______ Board Policy

2.______ Board Support

3.______ Networking

4.______ Public and Community

5.______ Other: _____________________

D. INSTRUCTIONAL SUPPORT

1.______ Instructional Processes

  ______ Steps of Instruction, for example, Mastery Learning and Teaching

  ______ Concept Development

  ______ Learning Styles

  ______ Teaching Strategies

  ______ Cooperative Learning

  ______ Reading in Content Area

  ______ Other: _______________

2.______ Curriculum Organization

  ______ Utah Core Curriculum

  ______ Beyond the Core

  ______ Teaching Units

D. INSTRUCTIONAL SUPPORT (Cont.)

3.______ Intentional School Practices

4.______ Organization for Instruction

5.______ Other: ____________________

E. OTHER

1.______ Planning

2.______ Evaluation

3.______ Other: ____________________

IV. IMPROVEMENTS. What improvements have been made through using OBE in the District? Check any of the following areas in which there has been significant improvement as a result of using an OBE approach.

______ Belief Systems

______ Climate/Culture

______ Communication

______ Community Involvement

______ Cooperation and Teamwork

______ Cooperative Problem Solving

______ Curriculum Alignment

______ Instructional Units

______ Instructional Quality

______ Leadership

______ Master Planning

______ Research Utilization

______ Student Achievement

______ Student Behavior

______ Student Self Esteem

______ Teacher Self Esteem

______ Training Opportunities

______ Training Quality

______ Utah State Core Curriculum

______ Other: ____________________

______ Other: ____________________

______ Other: ____________________

SCHOOL OBE QUESTIONNAIRE

As part of a state-contracted evaluation of Outcome Based Education (OBE), R & D Consultants is gathering information from schools and districts. Please complete the questionnaire below and return it within seven (7) days. If you have questions, please call Dr. Evans or Dr. Applegate at 466-9365. Thank you for your assistance.

Research & Development Consultants
4988 Kalani Drive
Salt Lake City, Utah 84117

Name of District: ______________________ Date: ____________

Name of School: ______________________

Name of person or persons completing questionnaire: ______________________

____

Number of teachers in school: ______

Years of OBE Involvement:

	Years Involvement with OBE					
	1	2	3	4	5	6+
Number of Teachers:	____	____	____	____	____	____

Degree of OBE Involvement:

	Very Involved	Quite Involved	Somewhat Involved	Not Involved
Number of Teachers:	____	____	____	____

Number of Teachers using Mastery Learning or the Equivalent: ______

Number of Teachers using Mastery Teaching or the Equivalent: ______

Number of Teachers using Aligned Instruction consistent with the Utah State Core Curriculum: ______

Number of Teachers using a Criterion-referenced Information Management System: ______

Number of Teachers basing their teaching methods and materials on specific Research Findings: ______

Does your school use Team Teaching? Yes No (Circle One)

Does your school have a Core Team? Yes No (Circle One)

Number of students in school: ______ Number of students involved in OBE: ______

Please indicate how many school faculty (teachers, administrators, counselors, etc.) have received OBE related training in any of the following areas:

A. BASICS AND FOUNDATIONS

1.______ ODDM

2.______ Other OBE Model

3.______ Vision

4.______ Mission

5.______ Outcomes (Exit Behaviors)

    ______ Self Esteem

    ______ Thinking Skills

    ______ Self-directed Learner

    ______ Concern for Others

    ______ Academic Skills

    ______ Process Skills

        ______ Accountability

        ______ Communication

        ______ Decision Making

        ______ Group Processes

        ______ Problem Solving

    ______ Other:______________________

6.______ Research Base on Effective Schools

7.______ Psychological Base

8.______ Philosophical Base

9.______ Leadership Training

10.______ Other:__________________________

B. ADMINISTRATIVE SUPPORT

1.______ Change Process

2.______ Climate/Culture

3.______ Communication

4.______ Management & Organization

5.______ Problem Solving

6.______ Staff Development Plan

7.______ Other: ______________________

C. COMMUNITY SUPPORT

1.______ Board Policy

2.______ Board Support

3.______ Networking

4.______ Public and Community

5.______ Other: ______________________

D. INSTRUCTIONAL SUPPORT

1.______ Instructional Processes

    ______ Steps of Instruction, for example, Mastery Learning and Teaching

    ______ Concept Development

    ______ Learning Styles

    ______ Teaching Strategies

D. INSTRUCTIONAL SUPPORT (Cont.)

______ Cooperative Learning

______ Reading in the Content Areas

______ Other: ____________________

2.______ Curriculum Organization

______ Core Curriculum

______ Beyond the Core

______ Teaching Units

3.______ Intentional School Practices

4.______ Organization for Instruction

5.______ Other: ____________________

E. OTHER

1.______ Planning

2.______ Evaluation

3.______ Other: ____________________

What improvements have been made through using OBE in the school? Check any of the following areas in which there has been significant improvement as a result of using an OBE approach.

______ Belief Systems

______ Climate/Culture

______ Communication

______ Community Involvement

______ Cooperation and Teamwork

______ Cooperative Problem Solving

______ Curriculum Alignment

______ Instructional Units

______ Instructional Quality

______ Leadership

______ Master Planning

______ Research Utilization

______ Student Achievement

______ Student Behavior

______ Student Self Esteem

______ Teacher Self Esteem

______ Training Opportunities

______ Training Quality

______ Utah State Core Curriculum

______ Other: ____________________

______ Other: ____________________

______ Other: ____________________

For each area which was checked, please describe the evidence which leads you to believe that there was improvement. Be as specific as possible about the evidence.

AREA CHECKED	EVIDENCE OF IMPROVEMENT (Documentation)

AREA CHECKED	EVIDENCE OF IMPROVEMENT (Documentation)

*** ATTACH ADDITIONAL PAGES AS NEEDED ***

The state is very interested in any student benefits which have occurred as a result of involvement in OBE. Please look at each of the categories listed below and then determine whether your students have made significant improvement under any category. If they have, please provide the data asked for and include it on a separate page. Provide as many years of data as possible up to school year 1988-89. Indicate the grade levels associated with the data.

ACADEMIC SKILLS, STANDARDIZED TESTS. If your students have made significant improvements in any of the areas listed below, please identify the standardized test used, identify the area, and then provide the data.

Areas of Interest: Reading, Reading Comprehension, Vocabulary, Language, Writing, Science (Physical, Earth, Life, Social), Mathematics

ACADEMIC SKILLS, OTHER DATA. If your students have made significant improvement in any of the areas listed above, but you do not have standardized test data, indicate what measure you used to determine that improvement occurred. Some measures other than standardized test data are: Mastery Tests, End-of-Level Tests (developed by the State Office), and Teacher Judgment (including grades). Be sure to identify the area.

THINKING SKILLS. If your students have significantly improved in the area of higher order thinking skills, please indicate the measure used and then provide the data.

SELF-ESTEEM. Provide any data showing that students have improved in self-esteem, self-confidence, and the like. Be sure to identify the measure used.

ATTITUDES. Include any data showing improvement in attitude toward school, attitude toward learning, and the like. Also, data showing increase in responsible behavior should be included. Be sure to identify the measure used.

OTHER. Other indicators of success include increased graduation rates, decreased drop-out rates, better attendance, increase in the number of students attending post-secondary schools, and increased number of students finding jobs after graduation.

SOE 03-2623-06
8-19-89

OUTCOME BASED EDUCATION (OBE)
QUESTIONNAIRE

Page 1 of 2

DISTRICT ______________________ SCHOOL ______________________ GRADE LEVEL ____

CHECK ONE: ______ District-level Administrator ______ Principal

______ Teacher ______ Other: ________________

YEARS OF EXPERIENCE WITH OBE ______

NUMBER OF DAYS OF OBE TRAINING SESSIONS ATTENDED ______

FOR THE FOLLOWING, CIRCLE THE NUMBER WHICH INDICATES YOUR LEVEL OF AGREEMENT.

	Strongly Agree					**Strongly Disagree**
I have a positive attitude toward Outcome Based Education (OBE).	6	5	4	3	2	1
All educators should become involved in Outcome Based Education (OBE).	6	5	4	3	2	1
I understand the basic concepts of OBE.	6	5	4	3	2	1
Given the time and proper assistance, virtually all students should be expected to master the subject matter.	6	5	4	3	2	1
If given the support needed, the teacher should bring virtually all students to a level of mastery.	6	5	4	3	2	1
Since some students need more time to achieve mastery, varying the time for learning according to student needs is a good idea.	6	5	4	3	2	1
A teacher should determine whether a student has the prerequisite skills before attempting to teach him or her new skills.	6	5	4	3	2	1
A teacher should make sure that students are always working on skills which they have not mastered.	6	5	4	3	2	1
If a student does not achieve mastery, the teacher should work with the student until he or she achieves mastery.	6	5	4	3	2	1
Student response to OBE teaching methods has been positive.	6	5	4	3	2	1

	Strongly Agree					**Strongly Disagree**
I have seen improvement in students as a result of OBE teaching methods and practices.	6	5	4	3	2	1
I can explain the district Master Plan.	6	5	4	3	2	1
I can explain the district Mission Statement.	6	5	4	3	2	1
The learning outcomes for the district have been publicly determined and publicly stated, and are consistent with the Utah State Core Curriculum.	6	5	4	3	2	1
The district has an effective communication system within each school and among schools.	6	5	4	3	2	1
Research findings are the basis for decisions and change at all levels in the district.	6	5	4	3	2	1
I am involved in important educational decisions made by the school, district, and community.	6	5	4	3	2	1
There is a high degree of cooperation and teamwork at all levels in the district.	6	5	4	3	2	1
I have altered or will alter my behavior in my job as a result of OBE training.	6	5	4	3	2	1

Did you know about the summer OBE/ODDM workshop sessions held at Park City during July 17-21 of this year? Yes No (Circle One)

Did you attend the summer OBE/ODDM workshop sessions held at Park City during July 17-21 of this year? Yes No (Circle One)

Do you plan to attend next summer's OBE/ODDM workshop sessions? Yes No Don't Know (Circle One)

What training and support do you need in order to bring your students to a mastery level? Be as specific as possible. **Your responses will be used to design future inservice.**

CLASSROOM DATA
OUTCOME BASED EDUCATION (OBE)

Please Print. Use the back of this data sheet if you need more room to answer any question. Please reference the question number when using the back of this sheet.

1. List the training sessions or workshops you have attended related to Outcome Based Education (OBE). Please be specific.

2. Besides formal training sessions or workshops, what other experiences have you had with OBE? Please be specific.

3. What changes have you made in your classroom practices as a result of your training and experience with OBE? Please be specific.

4. How have you as a professional benefited from your training and experience with OBE?

5. How have your students benefited from your training and experience with OBE? Areas to address are: Academic Achievement (Reading, Math, Writing, Science), Self-Esteem, Attitude Toward School, Critical Thinking. Please be specific about the benefits.

6. In your classroom, is there an alignment (consistency) among the following:

Instructional Objectives-Instructional Methods-Curriculum-Outcome Measures

Complete Alignment ____ Partial Alignment ____ No Alignment ___

Comments:

7. Do you use "mastery learning" in your classroom, that is, do you require a student to master a unit before sh/e moves on to the next unit? Yes ____ No ____

Comments:

8. Do you provide extra time and support to those students who do not master a unit the first time? Yes ____ No ____

Comments:

OBE IN UTAH

INDIVIDUAL DISTRICT DATA

A Study of Outcome Based Education in Utah

prepared by

Research and Development Consultants

OBE IN UTAH

INDIVIDUAL DISTRICT DATA

A Study of Outcome Based Education in Utah

prepared by

Research and Development Consultants

Salt Lake City, Utah, 1991

This study was conducted by Research & Development Consultants for Northern Utah Education Service Center (NUES). Funds were provided by the Utah State Office of Education (USOE). The contents of this report do not necessarily reflect the views or policies of NUES or USOE.

There were thirty-four school districts which provided questionnaire data for both the StQ and the SchQ. In the following pages, data from the StQ and the SchQ are presented for each of the 34 districts.

These 34 districts were ranked as to degree of implementation of OBE with 1 being the highest ranking and 34 the lowest. This ranking appears at the top of each page. The districts are not identified by name.

The data for the StQ are relative frequencies for each statement and in some cases two or more statements combined ("Comb."). The "Comb." figure was derived by calculating the mean for all statements involved. The following were definitions used to complete the table:

Individual statements on the StQ

Agree: Person circled a 4, 5, or 6

Definitely Agree: Person circled a 5 or 6 (top one-third)

Definitely Disagree: Person circled a 1 or 2 (bottom one-third)

Mean of all items

Agree: Mean score greater than or equal to 3.50

Definitely Agree: Mean score greater than or equal to 4.33 (top one-third)

Definitely Disagree: Mean score less than 2.67 (bottom one-(third)

Data for the SchQ are also relative frequencies. The percent was derived by dividing the number of teachers using a particular OBE practice by the total number of teachers in the district.

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 1

Percent of Total Staff Responding to the StQ: 84%
Percent of Elementary Staff Responding: 93
Percent of Secondary Staff Responding: 74

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	State-ment#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	100%	82%	85%	77%	96%	59%	69%	48%	0%	7%	8%	11%
	2	100	75	81	67	89	48	58	37	0	11	15	17
	Comb.	100	79	83	72	93	54	64	43	0	9	12	14
Knowledge of OBE	3	100	78	96	74	96	57	92	53	0	11	4	14
Mastery Learning	4	100	77	81	77	85	54	50	52	0	11	15	13
	5	96	78	73	75	85	55	62	47	0	10	23	13
	6	100	93	81	86	82	77	50	63	0	2	12	6
	7	96	94	92	90	93	80	77	72	0	2	0	4
	8	93	69	77	70	56	41	31	39	4	16	8	14
	9	89	72	73	67	67	41	23	32	7	13	15	14
	Comb.	96	80	80	78	78	58	49	51	2	9	12	10
Positive Student Impact	10	93	76	69	62	63	45	35	29	0	9	23	15
	11	100	75	77	63	93	48	54	32	0	12	12	18
	Comb.	97	76	73	63	78	47	45	31	0	10	18	17
Master Plan and Mission	12	89	45	85	37	63	23	54	17	4	38	4	44
	13	96	47	89	44	85	29	77	25	0	37	4	38
	Comb.	93	46	87	40	74	26	66	21	2	37	4	41
Publicly Determined Outcomes	14	100	72	96	65	89	52	77	40	0	15	0	18
Communication and Teamwork	15	100	63	69	51	78	36	58	23	0	19	23	29
	18	93	55	65	46	59	28	35	19	0	23	27	32
	Comb.	97	59	67	48	70	32	47	21	0	21	25	31
Research Based Decisions	16	96	56	77	47	70	25	50	17	0	21	12	28
Staff Involvement	17	96	55	54	44	67	28	39	20	0	27	23	36
Staff Behavior Change	19	100	7[illegible]	92	67	96	49	89	38	0	12	4	19
Mean of all items	Mean	100	78	89	70	93	45	58	31	0	6	4	10

Percent of Total Schools Responding to the SchQ: 100%
Percent of Elementary Schools Responding: 100
Percent of Secondary Schools Responding: 100

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	93%	78%	94%	48%
Mastery Teaching	93	76	97	46
Aligned Curriculum	100	93	100	81
Information System	100	65	94	39
Research Base	100	75	94	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 2

Percent of Total Staff Responding to the StQ: 84%
Percent of Elementary Staff Responding: 100
Percent of Secondary Staff Responding: 71

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	96%	82%	96%	77%	85%	59%	70%	48%	0%	7%	0%	11%
	2	85	75	96	67	42	48	74	37	4	11	0	17
	Comb.	91	79	96	72	64	54	72	43	2	9	0	14
Knowledge of OBE	3	100	78	100	74	92	57	78	53	0	11	0	14
Mastery Learning	4	100	77	91	77	89	54	78	52	0	11	4	13
	5	100	78	91	75	81	55	74	47	0	10	0	13
	6	100	93	96	86	89	77	74	63	0	2	0	6
	7	100	94	96	90	92	80	87	72	0	2	0	4
	8	81	69	76	70	58	41	55	39	4	16	5	14
	9	100	72	91	67	72	41	65	32	0	13	0	14
	Comb.	97	80	90	78	80	58	72	51	1	9	2	10
Positive Student Impact	10	89	76	91	62	62	45	52	29	0	9	0	15
	11	100	75	91	63	58	48	57	32	0	12	0	18
	Comb.	95	76	91	63	60	47	55	31	0	10	0	17
Master Plan and Mission	12	85	45	64	37	65	23	48	17	0	38	4	44
	13	96	47	82	44	85	29	70	25	0	37	0	38
	Comb.	91	46	73	40	75	26	59	21	0	37	2	41
Publicly Determined Outcomes	14	100	72	95	65	79	52	77	40	0	15	5	18
Communication and Teamwork	15	92	63	96	51	52	36	52	23	4	19	4	29
	18	88	55	73	46	44	28	35	19	4	23	9	32
	Comb.	90	59	85	48	48	32	44	21	4	21	7	31
Research Based Decisions	16	89	56	91	47	58	25	44	17	0	21	4	28
Staff Involvement	17	92	55	73	44	46	28	26	20	8	27	4	36
Staff Behavior Change	19	96	74	100	67	81	49	70	38	0	12	0	19
Mean of all items	Mean	100	78	100	70	89	45	59	31	0	6	0	10

Percent of Total Schools Responding to the SchQ: 100%
Percent of Elementary Schools Responding: 100
Percent of Secondary Schools Responding: 100

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	100%	78%	87%	48%
Mastery Teaching	100	76	52	46
Aligned Curriculum	100	93	100	81
Information System	100	65	71	39
Research Base	100	75	100	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 3

Percent of Total Staff Responding to the StQ: 76%
Percent of Elementary Staff Responding: 95
Percent of Secondary Staff Responding: 55

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	98%	82%	93%	77%	81%	59%	62%	48%	0%	7%	0%	11%
	2	98	75	78	67	71	48	54	37	0	11	4	17
	Comb.	98	79	86	72	76	54	58	43	0	9	2	14
Knowledge of OBE	3	95	78	100	74	74	57	64	53	0	11	0	14
Mastery Learning	4	93	77	78	77	71	54	54	52	2	11	19	13
	5	95	78	81	75	79	55	60	47	2	10	8	13
	6	100	93	85	86	86	77	58	63	0	2	8	6
	7	100	94	100	90	95	80	92	72	0	2	0	4
	8	55	69	63	70	32	41	46	39	32	16	19	14
	9	86	72	84	67	62	41	50	32	5	13	0	14
	Comb.	88	80	82	78	71	58	60	51	7	9	9	10
Positive Student Impact	10	98	76	78	62	75	45	46	29	0	9	5	15
	11	100	75	79	63	73	48	30	32	0	12	9	18
	Comb.	99	76	79	63	74	47	38	31	0	10	7	17
Master Plan and Mission	12	83	45	83	37	50	23	48	17	12	38	4	44
	13	93	47	89	44	83	29	54	25	0	37	4	38
	Comb.	88	46	86	40	67	26	51	21	6	37	4	41
Publicly Determined Outcomes	14	93	72	92	65	83	52	63	40	2	15	4	18
Communication and Teamwork	15	88	63	59	51	62	36	23	23	5	19	15	29
	18	86	55	52	46	57	28	35	19	10	23	31	32
	Comb.	87	59	56	48	60	32	29	21	8	21	23	31
Research Based Decisions	16	93	56	88	47	56	25	57	17	5	21	13	28
Staff Involvement	17	83	55	59	44	54	28	27	20	12	27	31	36
Staff Behavior Change	19	100	74	85	67	88	49	52	38	0	12	0	19
Mean of all items	Mean	96	78	93	70	64	45	44	31	0	6	1	10

Percent of Total Schools Responding to the SchQ: 71%
Percent of Elementary Schools Responding: 80
Percent of Secondary Schools Responding: 50

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	100%	78%	42%	48%
Mastery Teaching	100	76	75	46
Aligned Curriculum	100	93	75	81
Information System	100	65	75	39
Research Base	100	75	21	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 4

Percent of Total Staff Responding to the StQ: 65%
Percent of Elementary Staff Responding: 75
Percent of Secondary Staff Responding: 56

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	100%	82%	89%	77%	83%	59%	51%	48%	0%	7%	0%	11%
	2	100	75	80	67	71	48	37	37	0	11	9	17
	Comb.	100	79	85	72	77	54	44	43	0	9	5	14
Knowledge of OBE	3	100	78	91	74	79	57	49	53	0	11	6	14
Mastery Learning	4	91	77	85	77	71	54	62	52	7	11	6	13
	5	83	78	85	75	60	55	53	47	7	10	3	13
	6	98	93	91	86	86	77	59	63	0	2	0	6
	7	100	94	97	90	93	80	82	72	0	2	0	4
	8	81	69	86	70	57	41	63	39	7	16	6	14
	9	83	72	77	67	50	41	38	32	5	13	12	14
	Comb.	89	80	87	78	70	58	60	51	4	9	5	10
Positive Student Impact	10	100	76	76	62	69	45	36	29	0	9	3	15
	11	98	75	88	63	71	48	33	32	0	12	3	18
	Comb.	99	76	82	63	70	47	35	31	0	10	3	17
Master Plan and Mission	12	93	45	62	37	60	23	38	17	7	38	18	44
	13	93	47	77	44	79	29	44	25	2	37	18	38
	Comb.	93	46	70	40	70	26	41	21	5	37	18	41
Publicly Determined Outcomes	14	93	72	78	65	85	52	63	40	2	15	9	18
Communication and Teamwork	15	81	63	65	51	64	36	44	23	2	19	12	29
	18	90	55	71	46	51	28	29	19	2	23	11	32
	Comb.	95	59	68	48	58	32	37	21	2	21	12	31
Research Based Decisions	16	92	56	73	47	71	25	33	17	3	21	7	28
Staff Involvement	17	91	55	74	44	74	28	43	20	2	27	14	36
Staff Behavior Change	19	95	74	79	67	83	49	53	38	2	12	12	19
Mean of all items	Mean	98	78	86	70	79	45	37	31	0	6	0	10

Percent of Total Schools Responding to the SchQ: 100%
Percent of Elementary Schools Responding: 100
Percent of Secondary Schools Responding: 100

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	100%	78%	35%	48%
Mastery Teaching	100	76	56	46
Aligned Curriculum	100	93	84	81
Information System	100	65	21	39
Research Base	100	75	82	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 5

Percent of Total Staff Responding to the StQ: 81%
Percent of Elementary Staff Responding: 92
Percent of Secondary Staff Responding: 60

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	98%	82%	84%	77%	87%	59%	57%	48%	2%	7%	14%	11%
	2	97	75	76	67	78	48	46	37	2	11	11	17
	Comb.	98	79	80	72	83	54	52	43	2	9	13	14
Knowledge of OBE	3	99	78	95	74	85	57	84	53	0	11	3	14
Mastery Learning	4	92	77	82	77	73	54	53	52	4	11	8	13
	5	95	78	87	75	74	55	66	47	1	10	3	13
	6	99	93	90	86	84	77	61	63	0	2	5	6
	7	100	94	97	90	92	80	90	72	0	2	9	4
	8	74	69	76	70	35	41	32	39	12	16	13	14
	9	73	72	76	67	40	41	34	32	15	13	13	14
	Comb.	89	80	85	78	66	58	56	51	5	9	9	10
Positive Student Impact	10	92	76	64	62	66	45	22	29	1	9	25	15
	11	94	75	70	63	69	48	30	32	0	12	19	18
	Comb.	93	76	67	63	68	47	26	31	1	10	22	17
Master Plan and Mission	12	72	45	61	37	51	23	37	17	13	38	16	44
	13	80	47	68	44	62	29	40	25	11	37	13	38
	Comb.	76	46	65	40	57	26	39	21	12	37	15	41
Publicly Determined Outcomes	14	91	72	76	65	73	52	51	40	4	15	8	18
Communication and Teamwork	15	85	63	53	51	57	36	18	23	4	19	16	29
	18	77	55	42	46	46	28	24	19	8	23	34	32
	Comb.	81	59	48	48	52	32	21	21	6	21	25	31
Research Based Decisions	16	77	56	61	47	40	25	28	17	9	21	14	28
Staff Involvement	17	74	55	49	44	47	28	24	20	6	27	38	36
Staff Behavior Change	19	98	74	84	67	85	49	63	38	1	12	11	19
Mean of all items	Mean	97	78	84	70	76	45	40	31	0	6	5	10

Percent of Total Schools Responding to the SchQ: 100%
Percent of Elementary Schools Responding: 100
Percent of Secondary Schools Responding: 100

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	100%	78%	52%	48%
Mastery Teaching	84	76	89	46
Aligned Curriculum	100	93	100	81
Information System	61	65	9	39
Research Base	76	75	43	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 6

Percent of Total Staff Responding to the StQ: 58%
Percent of Elementary Staff Responding: 59
Percent of Secondary Staff Responding: 57

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	92%	82%	95%	77%	71%	59%	53%	48%	1%	7%	0%	11%
	2	90	75	90	67	71	48	56	37	3	11	5	17
	Comb.	91	79	93	72	71	54	55	43	2	9	3	14
Knowledge of OBE	3	88	78	89	74	62	57	64	53	5	11	2	14
Mastery Learning	4	92	77	86	77	70	54	65	52	3	11	7	13
	5	91	78	83	75	65	55	47	47	3	10	5	13
	6	96	93	90	86	75	77	61	63	1	2	4	6
	7	95	94	98	90	87	80	81	72	0	2	0	4
	8	71	69	88	70	49	41	50	39	13	16	7	14
	9	86	72	86	67	54	41	38	32	7	13	4	14
	Comb.	89	80	89	78	67	58	57	51	5	9	5	10
Positive Student Impact	10	91	76	88	62	64	45	36	29	3	9	5	15
	11	88	75	80	63	55	48	41	32	3	12	2	18
	Comb.	90	76	84	63	60	47	39	31	3	10	4	17
Master Plan and Mission	12	61	45	66	37	31	23	41	17	16	38	14	44
	13	76	47	79	44	53	29	56	25	12	37	7	38
	Comb.	69	46	73	40	42	26	49	21	14	37	11	41
Publicly Determined Outcomes	14	84	72	91	65	57	52	62	40	5	15	0	18
Communication and Teamwork	15	76	63	67	51	36	36	33	23	8	19	16	29
	18	73	55	72	46	41	28	30	19	11	23	14	32
	Comb.	75	59	70	48	39	32	32	21	10	21	15	31
Research Based Decisions	16	80	56	78	47	40	25	40	17	8	21	13	28
Staff Involvement	17	80	55	64	44	42	28	21	20	11	27	16	36
Staff Behavior Change	19	92	74	91	67	74	49	63	38	3	12	4	19
Mean of all items	Mean	96	78	93	70	64	45	44	31	0	6	1	10

Percent of Total Schools Responding to the SchQ: 90%
Percent of Elementary Schools Responding: 100
Percent of Secondary Schools Responding: 80

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	90%	78%	82%	48%
Mastery Teaching	50	76	28	46
Aligned Curriculum	92	93	64	81
Information System	67	65	31	39
Research Base	86	75	79	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 7

Percent of Total Staff Responding to the StQ: 65%
Percent of Elementary Staff Responding: 92
Percent of Secondary Staff Responding: 50

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	100%	82%	91%	77%	86%	59%	68%	48%	0%	7%	9%	11%
	2	96	75	86	67	83	48	50	37	0	11	9	17
	Comb.	98	79	89	72	85	54	59	43	0	9	9	14
Knowledge of OBE	3	83	78	82	74	57	57	68	53	9	11	9	14
Mastery Learning	4	100	77	91	77	96	54	77	52	0	11	0	13
	5	100	78	86	75	87	55	73	47	0	10	9	13
	6	100	93	86	86	87	77	68	63	0	2	5	6
	7	100	94	100	90	100	80	86	72	0	2	0	4
	8	64	69	73	70	50	41	36	39	14	16	5	14
	9	87	72	71	67	74	41	38	32	4	13	14	14
	Comb.	92	80	85	78	82	58	63	51	3	9	6	10
Positive Student Impact	10	91	76	81	62	77	45	29	29	5	9	10	15
	11	86	75	71	63	82	48	57	32	5	12	19	18
	Comb.	89	76	76	63	80	47	43	31	5	10	15	17
Master Plan and Mission	12	62	45	90	37	33	23	67	17	19	38	10	44
	13	64	47	81	44	50	29	71	25	18	37	14	38
	Comb.	63	46	85	40	42	26	69	21	19	37	12	41
Publicly Determined Outcomes	14	77	72	76	65	64	52	43	40	9	15	14	18
Communication and Teamwork	15	78	63	55	51	22	36	27	23	13	19	27	29
	18	70	55	46	46	17	28	14	19	9	23	32	32
	Comb.	74	59	50	48	20	32	21	21	11	21	30	31
Research Based Decisions	16	62	56	43	47	24	25	14	17	5	21	24	28
Staff Involvement	17	87	55	59	44	30	28	23	20	4	27	36	36
Staff Behavior Change	19	91	74	82	67	86	49	77	38	9	12	14	19
Mean of all items	Mean	100	78	91	70	65	45	41	31	0	6	0	10

Percent of Total Schools Responding to the SchQ: 72%
Percent of Elementary Schools Responding: 75
Percent of Secondary Schools Responding: 67

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	97%	78%	40%	48%
Mastery Teaching	97	76	40	46
Aligned Curriculum	94	93	76	81
Information System	41	65	35	39
Research Base	97	75	18	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 8

Percent of Total Staff Responding to the StQ: 69%
Percent of Elementary Staff Responding: 91
Percent of Secondary Staff Responding: 52

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	96%	82%	74%	77%	79%	59%	49%	48%	1%	7%	11%	11%
	2	93	75	62	67	69	48	42	37	4	11	25	17
	Comb.	95	79	68	72	74	54	46	43	3	9	18	14
Knowledge of OBE	3	93	78	96	74	76	57	81	53	1	11	2	14
Mastery Learning	4	89	77	76	77	67	54	50	52	6	11	15	13
	5	88	78	74	75	71	55	52	47	7	10	15	13
	6	97	93	77	86	89	77	39	63	0	2	13	6
	7	99	94	89	90	93	80	67	72	1	2	6	4
	8	82	69	57	70	53	41	20	39	8	16	17	14
	9	92	72	54	67	62	41	24	32	3	13	17	14
	Comb.	91	80	71	78	73	58	42	51	4	9	14	10
Positive Student Impact	10	97	76	54	62	78	45	26	29	3	9	19	15
	11	93	75	64	63	78	48	34	32	3	12	17	18
	Comb.	95	76	59	63	78	47	30	31	3	10	18	17
Master Plan and Mission	12	88	45	60	37	44	23	36	17	8	38	17	44
	13	85	47	73	44	66	29	46	25	8	37	10	38
	Comb.	87	46	67	40	55	26	41	21	8	37	14	41
Publicly Determined Outcomes	14	92	72	83	65	74	52	62	40	6	15	6	18
Communication and Teamwork	15	85	63	61	51	38	36	28	23	4	19	22	29
	18	68	55	49	46	33	28	19	19	11	23	25	32
	Comb.	77	59	55	48	36	32	24	21	8	21	24	31
Research Based Decisions	16	85	56	62	47	40	25	22	17	7	21	22	28
Staff Involvement	17	64	55	52	44	30	28	22	20	23	27	30	36
Staff Behavior Change	19	93	74	93	67	82	49	70	38	4	12	2	19
Mean of all items	Mean	97	78	80	70	69	45	28	31	0	6	4	10

Percent of Total Schools Responding to the SchQ: 73%
Percent of Elementary Schools Responding: 80
Percent of Secondary Schools Responding: 67

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	100%	78%	71%	48%
Mastery Teaching	100	76	27	46
Aligned Curriculum	100	93	87	81
Information System	100	65	27	39
Research Base	100	75	82	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 9

Percent of Total Staff Responding to the StQ: 86%
Percent of Elementary Staff Responding: 88
Percent of Secondary Staff Responding: 85

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	92%	82%	95%	77%	71%	59%	53%	48%	1%	7%	0%	11%
	2	90	75	90	67	71	48	56	37	3	11	5	17
	Comb.	91	79	93	72	71	54	55	43	2	9	3	14
Knowledge of OBE	3	88	78	89	74	62	57	64	53	5	11	2	14
Mastery Learning	4	92	77	86	77	70	54	65	52	3	11	7	13
	5	91	78	83	75	65	55	47	47	3	10	5	13
	6	96	93	90	86	75	77	61	63	1	2	4	6
	7	95	94	98	90	87	80	81	72	0	2	0	4
	8	71	69	88	70	49	41	50	39	13	16	7	14
	9	86	72	86	67	54	41	38	32	7	13	4	14
	Comb.	89	80	89	78	67	58	57	51	5	9	5	10
Positive Student Impact	10	91	76	88	62	64	45	36	29	3	9	5	15
	11	88	75	80	63	55	48	41	32	3	12	2	18
	Comb.	90	76	84	63	60	47	39	31	3	10	4	17
Master Plan and Mission	12	61	45	66	37	31	23	41	17	16	38	14	44
	13	76	47	79	44	53	29	56	25	12	37	7	38
	Comb.	69	46	73	40	42	26	49	21	14	37	11	41
Publicly Determined Outcomes	14	84	72	91	65	57	52	62	40	5	15	0	18
Communication and Teamwork	15	76	63	67	51	36	36	33	23	8	19	16	29
	18	73	55	72	46	41	28	30	19	11	23	14	32
	Comb.	75	59	70	48	39	32	32	21	10	21	15	31
Research Based Decisions	16	80	56	78	47	40	25	40	17	8	21	13	28
Staff Involvement	17	80	55	64	44	42	28	21	20	11	27	16	36
Staff Behavior Change	19	92	74	91	67	74	49	63	38	3	12	4	19
Mean of all items	Mean	96	78	93	70	64	45	44	31	0	6	1	10

Percent of Total Schools Responding to the SchQ: 100%
Percent of Elementary Schools Responding: 100
Percent of Secondary Schools Responding: 100

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	85%	78%	60%	48%
Mastery Teaching	85	76	11	46
Aligned Curriculum	96	93	77	81
Information System	73	65	94	39
Research Base	73	75	58	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 10

Percent of Total Staff Responding to the StQ: 79%
Percent of Elementary Staff Responding: 91
Percent of Secondary Staff Responding: 68

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	96%	82%	85%	77%	75%	59%	57%	48%	2%	7%	5%	11%
	2	92	75	81	67	70	48	49	37	3	11	11	17
	Comb.	94	79	83	72	73	54	53	43	3	9	8	14
Knowledge of OBE	3	96	78	93	74	87	57	75	53	1	11	2	14
Mastery Learning	4	75	77	83	77	55	54	59	52	13	11	13	13
	5	85	78	82	75	65	55	52	47	10	10	10	13
	6	95	93	88	86	85	77	74	63	1	2	3	6
	7	97	94	97	90	85	80	89	72	1	2	2	4
	8	75	69	78	70	52	41	46	39	18	16	13	14
	9	78	72	62	67	51	41	32	32	10	13	18	14
	Comb.	84	80	82	78	66	58	59	51	10	9	10	10
Positive Student Impact	10	91	76	69	62	69	45	36	29	4	9	13	15
	11	93	75	71	63	73	48	35	32	4	12	15	18
	Comb.	92	76	70	63	71	47	36	31	4	10	14	17
Master Plan and Mission	12	82	45	66	37	53	23	40	17	8	38	24	44
	13	77	47	69	44	45	29	48	25	12	37	15	38
	Comb.	80	46	68	40	49	26	44	21	10	37	20	41
Publicly Determined Outcomes	14	93	72	79	65	69	52	41	40	3	15	11	18
Communication and Teamwork	15	67	63	43	51	31	36	16	23	14	19	29	29
	18	61	55	47	46	20	28	14	19	15	23	26	32
	Comb.	64	59	45	48	26	32	15	21	15	21	28	31
Research Based Decisions	16	78	56	58	47	38	25	26	17	3	21	10	28
Staff Involvement	17	64	55	46	44	29	28	29	20	16	27	26	36
Staff Behavior Change	19	95	74	81	67	72	49	61	38	3	12	6	19
Mean of all items	Mean	94	78	86	70	58	45	27	31	1	6	1	10

Percent of Total Schools Responding to the SchQ: 91%
Percent of Elementary Schools Responding: 100
Percent of Secondary Schools Responding: 80

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	98%	78%	56%	48%
Mastery Teaching	94	76	56	46
Aligned Curriculum	95	93	100	81
Information System	77	65	52	39
Research Base	61	75	63	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 11

Percent of Total Staff Responding to the StQ: 32%
Percent of Elementary Staff Responding: 96
Percent of Secondary Staff Responding: 0

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	92%	82%	--	77%	68%	59%	--	48%	0%	7%	--	11%
	2	88	75	--	67	56	48	--	37	4	11	--	17
	Comb.	90	79	--	72	62	54	--	43	2	9	--	14
Knowledge of OBE	3	76	78	--	74	64	57	--	53	4	11	--	14
Mastery Learning	4	96	77	--	77	72	54	--	52	4	11	--	13
	5	96	78	--	75	61	55	--	47	0	10	--	13
	6	100	93	--	86	72	77	--	63	0	2	--	6
	7	100	94	--	90	88	80	--	72	0	2	--	4
	8	44	69	--	70	32	41	--	39	32	16	--	14
	9	88	72	--	67	60	41	--	32	12	13	--	14
	Comb.	87	80	--	78	64	58	--	51	8	9	--	10
Positive Student Impact	10	92	76	--	62	76	45	--	29	0	9	--	15
	11	100	75	--	63	80	48	--	32	0	12	--	18
	Comb.	96	76	--	63	78	47	--	31	0	10	--	17
Master Plan and Mission	12	56	45	--	37	24	23	--	17	20	38	--	44
	13	100	47	--	44	79	29	--	25	0	37	--	38
	Comb.	78	46	--	40	52	26	--	21	10	37	--	41
Publicly Determined Outcomes	14	68	72	--	65	56	52	--	40	4	15	--	18
Communication and Teamwork	15	40	63	--	51	32	36	--	23	36	19	--	29
	18	52	55	--	46	12	28	--	19	16	23	--	32
	Comb.	46	59	--	48	22	32	--	21	26	21	--	31
Research Based Decisions	16	68	56	--	47	32	25	--	17	4	21	--	28
Staff Involvement	17	56	55	--	44	40	28	--	20	36	27	--	36
Staff Behavior Change	19	96	74	--	67	71	49	--	38	0	12	--	19
Mean of all items	Mean	100	78	--	70	52	45	--	31	0	6	--	10

Percent of Total Schools Responding to the SchQ: 67%
Percent of Elementary Schools Responding: 100
Percent of Secondary Schools Responding: 50

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	100%	78%	100%	48%
Mastery Teaching	100	76	100	46
Aligned Curriculum	100	93	100	81
Information System	100	65	25	39
Research Base	100	75	100	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 12

Percent of Total Staff Responding to the StQ: 88%
Percent of Elementary Staff Responding: 93
Percent of Secondary Staff Responding: 84

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	100%	82%	81%	77%	93%	59%	38%	48%	0%	7%	13%	11%
	2	100	75	87	67	71	48	19	37	0	11	6	17
	Comb.	100	79	84	72	82	54	29	43	0	9	10	14
Knowledge of OBE	3	100	78	94	74	79	57	81	53	0	11	6	14
Mastery Learning	4	86	77	50	77	64	54	31	52	0	11	25	13
	5	86	78	44	75	50	55	38	47	7	10	38	13
	6	100	93	73	86	71	77	60	63	0	2	7	6
	7	100	94	94	90	93	80	81	72	0	2	0	4
	8	57	69	63	70	43	41	25	39	21	16	25	14
	9	57	72	56	67	43	41	25	32	21	13	13	14
	Comb.	81	80	63	78	61	58	43	51	8	9	18	10
Positive Student Impact	10	100	76	63	62	79	45	13	29	0	9	13	15
	11	100	75	60	63	100	48	20	32	0	12	13	18
	Comb.	100	76	62	63	90	47	17	31	0	10	13	17
Master Plan and Mission	12	57	45	50	37	29	23	19	17	29	38	38	44
	13	57	47	67	44	43	29	40	25	7	37	20	38
	Comb.	57	46	59	40	36	26	30	21	18	37	29	41
Publicly Determined Outcomes	14	100	72	88	65	91	52	63	40	0	15	6	18
Communication and Teamwork	15	29	63	53	51	21	36	7	23	36	19	13	29
	18	36	55	38	46	7	28	6	19	21	23	31	32
	Comb.	33	59	46	48	14	32	7	21	29	21	22	31
Research Based Decisions	16	50	56	40	47	14	25	7	17	14	21	20	28
Staff Involvement	17	86	55	56	44	64	28	13	20	7	27	19	36
Staff Behavior Change	19	100	74	88	67	100	49	38	38	0	12	0	19
Mean of all items	Mean	93	78	69	70	64	45	19	31	0	6	0	10

Percent of Total Schools Responding to the SchQ: 100%
Percent of Elementary Schools Responding: 100
Percent of Secondary Schools Responding: 100

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	100%	78%	82%	48%
Mastery Teaching	100	76	77	46
Aligned Curriculum	100	93	91	81
Information System	82	65	32	39
Research Base	88	75	32	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 13

Percent of Total Staff Responding to the StQ: 54%
Percent of Elementary Staff Responding: 50
Percent of Secondary Staff Responding: 58

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	93%	82%	90%	77%	73%	59%	61%	48%	1%	7%	5%	11%
	2	84	75	76	67	54	48	48	37	6	11	13	17
	Comb.	89	79	83	72	64	54	55	43	4	9	9	14
Knowledge of OBE	3	89	78	87	74	68	57	60	53	1	11	6	14
Mastery Learning	4	85	77	84	77	66	54	51	52	4	11	9	13
	5	89	78	81	75	72	55	49	47	1	10	9	13
	6	96	93	88	86	82	77	65	63	2	2	3	6
	7	98	94	98	90	85	80	82	72	0	2	0	4
	8	67	69	79	70	36	41	44	39	25	16	8	14
	9	78	72	72	67	44	41	29	32	6	13	8	14
	Comb.	86	80	84	78	64	58	53	51	6	9	6	10
Positive Student Impact	10	91	76	75	62	58	45	32	29	3	9	4	15
	11	87	75	79	63	69	48	33	32	1	12	6	18
	Comb.	89	76	77	63	64	47	33	31	2	10	5	17
Master Plan and Mission	12	72	45	49	37	31	23	18	17	13	38	22	44
	13	77	47	49	44	38	29	19	25	12	37	21	38
	Comb.	75	46	49	40	35	26	19	21	13	37	22	41
Publicly Determined Outcomes	14	89	72	83	65	68	52	55	40	6	15	4	18
Communication and Teamwork	15	67	63	58	51	40	36	23	23	21	19	21	29
	18	57	55	46	46	21	28	15	19	26	23	23	32
	Comb.	62	59	52	48	30	32	19	21	24	21	22	31
Research Based Decisions	16	64	56	54	47	34	25	16	17	18	21	17	28
Staff Involvement	17	56	55	51	44	22	28	14	20	24	27	27	36
Staff Behavior Change	19	93	74	86	67	65	49	47	38	1	12	4	19
Mean of all items	Mean	89	78	85	70	59	45	26	31	0	6	2	10

Percent of Total Schools Responding to the SchQ: 93%
Percent of Elementary Schools Responding: 88
Percent of Secondary Schools Responding: 100

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	61%	78%	13%	48%
Mastery Teaching	58	76	14	46
Aligned Curriculum	91	93	79	81
Information System	41	65	16	39
Research Base	45	75	22	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 14

Percent of Total Staff Responding to the StQ: 63%
Percent of Elementary Staff Responding: 80
Percent of Secondary Staff Responding: 49

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	95%	82%	83%	77%	73%	59%	63%	48%	0%	7%	3%	11%
	2	93	75	75	67	73	48	46	37	1	11	10	17
	Comb.	94	79	79	72	73	54	55	43	1	9	7	14
Knowledge of OBE	3	93	78	85	74	61	57	62	53	1	11	5	14
Mastery Learning	4	92	77	88	77	76	54	69	52	1	11	3	13
	5	94	78	85	75	72	55	65	47	2	10	11	13
	6	99	93	91	86	85	77	73	63	0	2	5	6
	7	98	94	91	90	90	80	75	72	0	2	6	4
	8	65	69	69	70	33	41	34	39	15	16	8	14
	9	66	72	63	67	37	41	33	32	16	13	20	14
	Comb.	86	80	81	78	66	58	58	51	6	9	9	10
Positive Student Impact	10	91	76	82	62	58	45	44	29	1	9	5	15
	11	94	75	79	63	64	48	52	32	3	12	10	18
	Comb.	93	76	81	63	61	47	48	31	2	10	8	17
Master Plan and Mission	12	65	45	57	37	27	23	22	17	12	38	18	44
	13	89	47	86	44	70	29	72	25	4	37	8	38
	Comb.	77	46	72	40	49	26	47	21	8	37	13	41
Publicly Determined Outcomes	14	81	72	71	65	54	52	38	40	8	15	18	18
Communication and Teamwork	15	65	63	39	51	28	36	17	23	20	19	38	29
	18	44	55	27	46	5	28	13	19	36	23	59	32
	Comb.	55	59	33	48	17	32	15	21	28	21	49	31
Research Based Decisions	16	62	56	36	47	32	25	16	17	18	21	39	28
Staff Involvement	17	50	55	31	44	22	28	13	20	34	27	48	36
Staff Behavior Change	19	94	74	86	67	81	49	63	38	1	12	5	19
Mean of all items	Mean	94	78	80	70	54	45	34	31	0	6	5	10

Percent of Total Schools Responding to the SchQ: 92%
Percent of Elementary Schools Responding: 88
Percent of Secondary Schools Responding: 100

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	95%	78%	23%	48%
Mastery Teaching	97	76	19	46
Aligned Curriculum	100	93	78	81
Information System	87	65	35	39
Research Base	97	75	68	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 15

Percent of Total Staff Responding to the StQ: 38%
Percent of Elementary Staff Responding: 91
Percent of Secondary Staff Responding: 0

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	92%	82%	--	77%	63%	59%	--	48%	3%	7%	--	11%
	2	83	75	--	67	52	48	--	37	0	11	--	17
	Comb.	88	79	--	72	58	54	--	43	2	9	--	14
Knowledge of OBE	3	89	78	--	74	69	57	--	53	6	11	--	14
Mastery Learning	4	79	77	--	77	52	54	--	52	7	11	--	13
	5	80	78	--	75	55	55	--	47	6	10	--	13
	6	97	93	--	86	74	77	--	63	1	2	--	6
	7	99	94	--	90	86	80	--	72	0	2	--	4
	8	73	69	--	70	35	41	--	39	14	16	--	14
	9	70	72	--	67	37	41	--	32	13	13	--	14
	Comb.	83	80	--	78	57	58	--	51	7	9	--	10
Positive Student Impact	10	73	76	--	62	46	45	--	29	1	9	--	15
	11	78	75	--	63	54	48	--	32	6	12	--	18
	Comb.	76	76	--	63	50	47	--	31	4	10	--	17
Master Plan and Mission	12	60	45	--	37	32	23	--	17	21	38	--	44
	13	79	47	--	44	59	29	--	25	11	37	--	38
	Comb.	70	46	--	40	46	26	--	21	16	37	--	41
Publicly Determined Outcomes	14	77	72	--	65	54	52	--	40	7	15	--	18
Communication and Teamwork	15	72	63	--	51	37	36	--	23	14	19	--	29
	18	49	55	--	46	22	28	--	19	20	23	--	32
	Comb.	61	59	--	48	30	32	--	21	17	21	--	31
Research Based Decisions	16	55	56	--	47	20	25	--	17	23	21	--	28
Staff Involvement	17	52	55	--	44	20	28	--	20	20	27	--	36
Staff Behavior Change	19	81	74	--	67	60	49	--	38	4	12	--	19
Mean of all items	Mean	92	78	--	70	45	45	--	31	3	6	--	10

Percent of Total Schools Responding to the SchQ: 50%
Percent of Elementary Schools Responding: 83
Percent of Secondary Schools Responding: 16

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	47%	78%	61%	48%
Mastery Teaching	43	76	61	46
Aligned Curriculum	74	93	100	81
Information System	23	65	55	39
Research Base	59	75	30	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 16

Percent of Total Staff Responding to the StQ: 50%
Percent of Elementary Staff Responding: 62
Percent of Secondary Staff Responding: 33

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	92%	82%	89%	77%	69%	59%	59%	48%	2%	7%	4%	11%
	2	88	75	79	67	58	48	44	37	3	11	5	17
	Comb.	90	79	84	72	64	54	52	43	2	9	5	14
Knowledge of OBE	3	84	78	82	74	60	57	58	53	5	11	9	14
Mastery Learning	4	80	77	83	77	51	54	54	52	11	11	7	13
	5	80	78	82	75	55	55	46	47	10	10	6	13
	6	97	93	91	86	83	77	69	63	1	2	2	6
	7	97	94	92	90	83	80	72	72	1	2	2	4
	8	73	69	74	70	38	41	39	39	14	16	14	14
	9	77	72	69	67	42	41	29	32	11	13	10	14
	Comb.	84	80	82	78	59	58	52	51	8	9	7	10
Positive Student Impact	10	85	76	76	62	50	45	36	29	2	9	5	15
	11	83	75	76	63	53	48	40	32	6	12	8	18
	Comb.	84	76	76	63	52	47	38	31	4	10	7	17
Master Plan and Mission	12	53	45	43	37	25	23	21	17	28	38	37	44
	13	55	47	50	44	31	29	32	25	26	37	28	38
	Comb.	54	46	47	40	28	26	27	21	27	37	33	41
Publicly Determined Outcomes	14	87	72	83	65	65	52	57	40	4	15	7	18
Communication and Teamwork	15	72	63	56	51	43	36	26	23	9	19	21	29
	18	62	55	43	46	29	28	14	19	15	23	31	32
	Comb.	67	59	50	48	36	32	20	21	12	21	26	31
Research Based Decisions	16	64	56	54	47	25	25	16	17	12	21	18	28
Staff Involvement	17	55	55	47	44	24	28	22	20	25	27	34	36
Staff Behavior Change	19	83	74	70	67	53	49	35	38	5	12	18	19
Mean of all items	Mean	90	78	81	70	41	45	25	31	1	6	2	10

Percent of Total Schools Responding to the SchQ: 61%
Percent of Elementary Schools Responding: 73
Percent of Secondary Schools Responding: 27

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	62%	78%	6%	48%
Mastery Teaching	62	76	15	46
Aligned Curriculum	98	93	63	81
Information System	67	65	24	39
Research Base	54	75	34	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 17

Percent of Total Staff Responding to the StQ: 83%
Percent of Elementary Staff Responding: 93
Percent of Secondary Staff Responding: 73

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	87%	82%	79%	77%	68%	59%	60%	48%	4%	7%	9%	11%
	2	78	75	74	67	58	48	51	37	4	11	16	17
	Comb.	83	79	77	72	63	54	55	43	4	9	13	14
Knowledge of OBE	3	83	78	79	74	62	57	55	53	8	11	12	14
Mastery Learning	4	83	77	79	77	68	54	62	52	7	11	12	13
	5	85	78	78	75	66	55	60	47	4	10	15	13
	6	98	93	91	86	85	77	71	63	0	2	1	6
	7	97	94	89	90	88	80	75	72	0	2	2	4
	8	74	69	70	70	49	41	40	39	14	16	13	14
	9	81	72	76	67	58	41	46	32	2	13	12	14
	Comb.	86	80	81	78	69	58	59	51	5	9	9	10
Positive Student Impact	10	84	76	77	62	56	45	38	29	6	9	10	15
	11	86	75	77	63	64	48	52	32	3	12	10	18
	Comb.	85	76	77	63	60	47	45	31	5	10	10	17
Master Plan and Mission	12	46	45	37	37	22	23	13	17	35	38	35	44
	13	46	47	47	44	18	29	21	25	36	37	30	38
	Comb.	46	46	42	40	20	26	17	21	36	37	33	41
Publicly Determined Outcomes	14	73	72	70	65	56	52	41	40	17	15	21	18
Communication and Teamwork	15	68	63	58	51	41	36	26	23	15	19	20	29
	18	68	55	39	46	43	28	23	19	19	23	38	32
	Comb.	68	59	49	48	42	32	25	21	17	21	29	31
Research Based Decisions	16	65	56	62	47	29	25	19	17	13	21	22	28
Staff Involvement	17	55	55	40	44	31	28	20	20	23	27	40	36
Staff Behavior Change	19	84	74	79	67	66	49	52	38	4	12	15	19
Mean of all items	Mean	87	78	74	70	50	45	31	31	1	6	7	10

Percent of Total Schools Responding to the SchQ: 100%
Percent of Elementary Schools Responding: 100
Percent of Secondary Schools Responding: 100

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	61%	78%	49%	48%
Mastery Teaching	45	76	81	46
Aligned Curriculum	95	93	64	81
Information System	42	65	46	39
Research Base	42	75	55	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 18

Percent of Total Staff Responding to the StQ: 77%
Percent of Elementary Staff Responding: 87
Percent of Secondary Staff Responding: 68

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	State-ment#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	92%	82%	71%	77%	58%	59%	33%	48%	0%	7%	10%	11%
	2	71	75	57	67	63	48	19	37	25	11	14	17
	Comb.	82	79	64	72	61	54	26	43	13	9	12	14
Knowledge of OBE	3	91	78	67	74	57	57	52	53	0	11	19	14
Mastery Learning	4	81	77	67	77	69	54	43	52	8	11	19	13
	5	81	78	62	75	54	55	43	47	4	10	19	13
	6	85	93	91	86	62	77	57	63	0	2	5	6
	7	96	94	81	90	89	80	71	72	0	2	10	4
	8	73	69	76	70	42	41	38	39	8	16	10	14
	9	77	72	60	67	50	41	40	32	12	13	15	14
	Comb.	82	80	73	78	61	58	49	51	7	9	13	10
Positive Student Impact	10	90	76	75	62	74	45	31	29	0	9	13	15
	11	80	75	63	63	60	48	38	32	10	12	19	18
	Comb.	85	76	69	63	67	47	35	31	5	10	16	17
Master Plan and Mission	12	23	45	22	37	23	23	17	17	62	38	67	44
	13	43	47	41	44	43	29	6	25	50	37	53	38
	Comb.	33	46	32	40	33	26	12	21	56	37	60	41
Publicly Determined Outcomes	14	47	72	65	65	47	52	24	40	27	15	18	18
Communication and Teamwork	15	70	63	47	51	39	36	21	23	9	19	32	29
	18	64	55	37	46	32	28	16	19	14	23	37	32
	Comb.	67	59	42	48	36	32	19	21	12	21	35	31
Research Based Decisions	16	42	56	26	47	26	25	11	17	32	21	32	28
Staff Involvement	17	58	55	30	44	26	28	15	20	32	27	50	36
Staff Behavior Change	19	57	74	74	67	44	49	42	38	26	12	11	19
Mean of all items	Mean	77	78	67	70	42	45	19	31	0	6	10	10

Percent of Total Schools Responding to the SchQ: 80%
Percent of Elementary Schools Responding: 67
Percent of Secondary Schools Responding: 100

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	100%	78%	14%	48%
Mastery Teaching	100	76	31	46
Aligned Curriculum	100	93	31	81
Information System	0	65	0	39
Research Base	29	75	0	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 19

Percent of Total Staff Responding to the StQ: 32%
Percent of Elementary Staff Responding: 22
Percent of Secondary Staff Responding: 44

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	91%	82%	84%	77%	57%	59%	54%	48%	5%	7%	6%	11%
	2	80	75	76	67	44	48	41	37	7	11	6	17
	Comb.	86	79	80	72	51	54	48	43	6	9	6	14
Knowledge of OBE	3	64	78	82	74	41	57	61	53	21	11	8	14
Mastery Learning	4	79	77	82	77	58	54	60	52	11	11	6	13
	5	86	78	80	75	59	55	44	47	12	10	6	13
	6	99	93	93	86	82	77	73	63	0	2	3	6
	7	96	94	94	90	82	80	82	72	2	2	2	4
	8	77	69	70	70	41	41	46	39	11	16	12	14
	9	80	72	75	67	53	41	34	32	8	13	9	14
	Comb.	86	80	82	78	63	58	57	51	7	9	6	10
Positive Student Impact	10	77	76	71	62	38	45	38	29	4	9	11	15
	11	74	75	76	63	41	48	38	32	12	12	10	18
	Comb.	76	76	74	63	40	47	38	31	8	10	11	17
Master Plan and Mission	12	23	45	31	37	7	23	15	17	51	38	42	44
	13	28	47	36	44	16	29	18	25	53	37	38	38
	Comb.	26	46	34	40	12	26	17	21	52	37	40	41
Publicly Determined Outcomes	14	69	72	73	65	49	52	47	40	14	15	10	18
Communication and Teamwork	15	81	63	59	51	54	36	28	23	5	19	18	29
	18	84	55	66	46	61	28	34	19	3	23	18	32
	Comb.	83	59	63	48	58	32	31	21	4	21	18	31
Research Based Decisions	16	67	56	53	47	43	25	20	17	11	21	21	28
Staff Involvement	17	70	55	52	44	52	28	24	20	8	27	27	36
Staff Behavior Change	19	79	74	72	67	55	49	35	38	9	12	13	19
Mean of all items	Mean	84	78	82	70	34	45	30	31	3	6	1	10

Percent of Total Schools Responding to the SchQ: 71%
Percent of Elementary Schools Responding: 58
Percent of Secondary Schools Responding: 75

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	53%	78%	51%	48%
Mastery Teaching	66	76	24	46
Aligned Curriculum	87	93	66	81
Information System	64	65	5	39
Research Base	75	75	0	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 20

Percent of Total Staff Responding to the StQ: 77%
Percent of Elementary Staff Responding: 84
Percent of Secondary Staff Responding: 67

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	87%	82%	81%	77%	65%	59%	56%	48%	5%	7%	12%	11%
	2	77	75	71	67	52	48	46	37	10	11	17	17
	Comb.	82	79	76	72	59	54	51	43	8	9	15	14
Knowledge of OBE	3	79	78	68	74	60	57	48	53	9	11	21	14
Mastery Learning	4	73	77	77	77	44	54	55	52	11	11	14	13
	5	76	78	75	75	46	55	50	47	11	10	14	13
	6	96	93	83	86	79	77	64	63	1	2	9	6
	7	94	94	87	90	78	80	69	72	2	2	7	4
	8	69	69	72	70	45	41	44	39	15	16	13	14
	9	68	72	72	67	36	41	39	32	15	13	15	14
	Comb.	79	80	78	78	55	58	54	51	9	9	9	10
Positive Student Impact	10	81	76	64	62	49	45	36	29	6	9	18	15
	11	84	75	68	63	51	48	41	32	7	12	17	18
	Comb.	83	76	66	63	50	47	39	31	7	10	18	17
Master Plan and Mission	12	49	45	27	37	28	23	11	17	34	38	54	44
	13	46	47	37	44	26	29	19	25	36	37	46	38
	Comb.	48	46	32	40	27	26	15	21	35	37	50	41
Publicly Determined Outcomes	14	77	72	61	65	56	52	34	40	11	15	22	18
Communication and Teamwork	15	75	63	50	51	52	36	24	23	14	19	33	29
	18	69	55	48	46	40	28	22	19	14	23	33	32
	Comb.	72	59	49	48	46	32	23	21	14	21	33	31
Research Based Decisions	16	60	56	45	47	30	25	13	17	19	21	31	28
Staff Involvement	17	55	55	43	44	31	28	22	20	25	27	42	36
Staff Behavior Change	19	74	74	62	67	47	49	38	38	13	12	25	19
Mean of all items	Mean	79	78	65	70	39	45	27	31	4	6	14	10

Percent of Total Schools Responding to the SchQ: 97%
Percent of Elementary Schools Responding: 96
Percent of Secondary Schools Responding: 100

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	76%	78%	28%	48%
Mastery Teaching	72	76	27	46
Aligned Curriculum	88	93	96	81
Information System	58	65	33	39
Research Base	56	75	33	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 21

Percent of Total Staff Responding to the StQ: 71%
Percent of Elementary Staff Responding: 77
Percent of Secondary Staff Responding: 66

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	89%	82%	75%	77%	70%	59%	42%	48%	1%	7%	12%	11%
	2	86	75	66	67	59	48	35	37	4	11	23	17
	Comb.	88	79	71	72	65	54	39	43	3	9	18	14
Knowledge of OBE	3	85	78	69	74	55	57	44	53	6	11	16	14
Mastery Learning	4	74	77	79	77	55	54	52	52	14	11	10	13
	5	73	78	75	75	59	55	51	47	13	10	9	13
	6	94	93	88	86	77	77	66	63	1	2	5	6
	7	97	94	90	90	83	80	71	72	0	2	4	4
	8	76	69	77	70	49	41	38	39	13	16	13	14
	9	72	72	71	67	34	41	30	32	10	13	13	14
	Comb.	81	80	80	78	60	58	51	51	9	9	9	10
Positive Student Impact	10	85	76	56	62	49	45	28	29	5	9	11	15
	11	85	75	58	63	54	48	27	32	5	12	20	18
	Comb.	85	76	57	63	52	47	28	31	5	10	16	17
Master Plan and Mission	12	40	45	32	37	19	23	12	17	36	38	50	44
	13	41	47	39	44	26	29	28	25	39	37	46	38
	Comb.	41	46	36	40	23	26	20	21	38	37	48	41
Publicly Determined Outcomes	14	67	72	55	65	45	52	29	40	15	15	23	18
Communication and Teamwork	15	56	63	48	51	29	36	16	23	21	19	31	29
	18	51	55	41	46	27	28	9	19	26	23	33	32
	Comb.	54	59	45	48	28	32	13	21	24	21	32	31
Research Based Decisions	16	54	56	40	47	18	25	13	17	24	21	35	28
Staff Involvement	17	56	55	33	44	29	28	17	20	25	27	39	36
Staff Behavior Change	19	83	74	63	67	47	49	30	38	8	12	17	19
Mean of all items	Mean	81	78	62	70	36	45	22	31	3	6	9	10

Percent of Total Schools Responding to the SchQ: 95%
Percent of Elementary Schools Responding: 94
Percent of Secondary Schools Responding: 100

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	53%	78%	33%	48%
Mastery Teaching	36	76	32	46
Aligned Curriculum	81	93	36	81
Information System	66	65	34	39
Research Base	67	75	10	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 22

Percent of Total Staff Responding to the StQ: 74%
Percent of Elementary Staff Responding: 56
Percent of Secondary Staff Responding: 86

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	100%	82%	100%	77%	25%	59%	73%	48%	0%	7%	0%	11%
	2	100	75	83	67	75	48	18	37	0	11	0	17
	Comb.	100	79	92	72	50	54	46	43	0	9	0	14
Knowledge of OBE	3	75	78	100	74	50	57	64	53	0	11	0	14
Mastery Learning	4	50	77	100	77	50	54	55	52	0	11	0	13
	5	50	78	91	75	50	55	64	47	0	10	0	13
	6	100	93	100	86	50	77	73	63	0	2	0	6
	7	100	94	100	90	75	80	100	72	0	2	0	4
	8	50	69	82	70	25	41	46	39	0	16	9	14
	9	100	72	91	67	50	41	27	32	0	13	0	14
	Comb.	75	80	94	78	50	58	61	51	0	9	2	10
Positive Student Impact	10	100	76	100	62	25	45	55	29	0	9	0	15
	11	100	75	100	63	0	48	64	32	0	12	0	18
	Comb.	100	76	100	63	13	47	60	31	0	10	0	17
Master Plan and Mission	12	25	45	55	37	0	23	0	17	0	38	18	44
	13	25	47	55	44	0	29	0	25	0	37	18	38
	Comb.	25	46	55	40	0	26	0	21	0	37	18	41
Publicly Determined Outcomes	14	75	72	55	65	75	52	18	40	25	15	9	18
Communication and Teamwork	15	75	63	64	51	25	36	18	23	25	19	18	29
	18	50	55	64	46	25	28	18	19	0	23	0	32
	Comb.	68	59	64	48	25	32	18	21	13	21	9	31
Research Based Decisions	16	25	56	91	47	0	25	18	17	0	21	0	28
Staff Involvement	17	75	55	36	44	25	28	9	20	0	27	18	36
Staff Behavior Change	19	75	74	90	67	25	49	70	38	0	12	0	19
Mean of all items	Mean	100	78	100	70	25	45	27	31	0	6	0	10

Percent of Total Schools Responding to the SchQ: 100%
Percent of Elementary Schools Responding: 100
Percent of Secondary Schools Responding: 100

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	100%	78%	30%	48%
Mastery Teaching	100	76	30	46
Aligned Curriculum	100	93	92	81
Information System	33	65	0	39
Research Base	33	75	0	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 23

Percent of Total Staff Responding to the StQ: 25%
Percent of Elementary Staff Responding: 46
Percent of Secondary Staff Responding: 8

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	77%	82%	72%	77%	58%	59%	44%	48%	9%	7%	28%	11%
	2	67	75	65	67	43	48	35	37	14	11	24	17
	Comb.	72	79	69	72	51	54	40	43	12	9	26	14
Knowledge of OBE	3	72	78	53	74	47	57	32	53	18	11	21	14
Mastery Learning	4	84	77	82	77	56	54	53	52	7	11	0	13
	5	87	78	82	75	58	55	59	47	6	10	18	13
	6	95	93	82	86	76	77	71	63	2	2	0	6
	7	89	94	100	90	75	80	65	72	5	2	0	4
	8	60	69	94	70	38	41	53	39	23	16	0	14
	9	62	72	82	67	36	41	41	32	14	13	18	14
	Comb.	80	80	87	78	57	58	57	51	10	9	6	10
Positive Student Impact	10	79	76	64	62	57	45	43	29	8	9	21	15
	11	70	75	50	63	47	48	29	32	16	12	21	18
	Comb.	75	76	57	63	52	47	36	31	12	10	21	17
Master Plan and Mission	12	28	45	29	37	16	23	0	17	54	38	65	44
	13	34	47	6	44	20	29	0	25	47	37	71	38
	Comb.	31	46	18	40	18	26	0	21	51	37	68	41
Publicly Determined Outcomes	14	74	72	50	65	55	52	43	40	13	15	36	18
Communication and Teamwork	15	58	63	67	51	35	36	7	23	15	19	27	29
	18	55	55	50	46	27	28	6	19	19	23	33	32
	Comb.	57	59	59	48	31	32	7	21	17	21	30	31
Research Based Decisions	16	47	56	33	47	14	25	7	17	23	21	47	28
Staff Involvement	17	62	55	32	44	34	28	11	20	21	27	32	36
Staff Behavior Change	19	68	74	70	67	47	49	40	38	14	12	30	19
Mean of all items	Mean	70	78	47	70	29	45	16	31	4	6	11	10

Percent of Total Schools Responding to the SchQ: 56%
Percent of Elementary Schools Responding: 60
Percent of Secondary Schools Responding: 50

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	54%	78%	15%	48%
Mastery Teaching	46	76	15	46
Aligned Curriculum	97	93	34	81
Information System	64	65	7	39
Research Base	45	75	34	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 24

Percent of Total Staff Responding to the StQ: 62%
Percent of Elementary Staff Responding: 71
Percent of Secondary Staff Responding: 53

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	State-ment#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	86%	82%	72%	77%	51%	59%	32%	48%	5%	7%	13%	11%
	2	77	75	59	67	39	48	21	37	8	11	23	17
	Comb.	82	79	66	72	45	54	27	43	7	9	18	14
Knowledge of OBE	3	70	78	70	74	46	57	46	53	14	11	11	14
Mastery Learning	4	78	77	78	77	56	54	48	52	9	11	10	13
	5	77	78	73	75	53	55	40	47	10	10	10	13
	6	95	93	82	86	76	77	60	63	0	2	7	6
	7	93	94	86	90	77	80	58	72	3	2	5	4
	8	68	69	65	70	39	41	34	39	16	16	13	14
	9	72	72	60	67	41	41	29	32	8	13	14	14
	Comb.	81	80	74	78	57	58	45	51	8	9	10	10
Positive Student Impact	10	71	76	52	62	29	45	18	29	7	9	12	15
	11	69	75	61	63	33	48	27	32	13	12	16	18
	Comb.	70	76	57	63	31	47	23	31	10	10	14	17
Master Plan and Mission	12	28	45	24	37	10	23	8	17	51	38	54	44
	13	26	47	23	44	10	29	11	25	54	37	59	38
	Comb.	27	46	24	40	10	26	10	21	53	37	57	41
Publicly Determined Outcomes	14	62	72	56	65	40	52	34	40	17	15	26	18
Communication and Teamwork	15	64	63	43	51	37	36	27	23	16	19	20	29
	18	62	55	38	46	29	28	37	19	15	23	19	32
	Comb.	63	59	41	48	33	32	32	21	16	21	20	31
Research Based Decisions	16	50	56	46	47	18	25	14	17	16	21	27	28
Staff Involvement	17	61	55	52	44	26	28	27	20	20	27	29	36
Staff Behavior Change	19	75	74	63	67	38	49	28	38	9	12	20	19
Mean of all items	Mean	79	78	69	70	22	45	13	31	3	6	7	10

Percent of Total Schools Responding to the SchQ: 100%
Percent of Elementary Schools Responding: 100
Percent of Secondary Schools Responding: 100

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	25%	78%	8%	48%
Mastery Teaching	36	76	9	46
Aligned Curriculum	83	93	78	81
Information System	55	65	13	39
Research Base	38	75	20	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 25

Percent of Total Staff Responding to the StQ: 56%
Percent of Elementary Staff Responding: 68
Percent of Secondary Staff Responding: 46

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	78%	82%	87%	77%	48%	59%	36%	48%	10%	7%	7%	11%
	2	65	75	71	67	40	48	23	37	20	11	13	17
	Comb.	72	79	79	72	44	54	30	43	15	9	10	14
Knowledge of OBE	3	81	78	75	74	73	57	50	53	15	11	13	14
Mastery Learning	4	90	77	83	77	56	54	47	52	5	11	3	13
	5	85	78	77	75	53	55	48	47	10	10	7	13
	6	93	93	87	86	70	77	60	63	8	2	10	6
	7	95	94	97	90	79	80	77	72	2	2	0	4
	8	86	69	81	70	55	41	45	39	5	16	7	14
	9	81	72	65	67	52	41	29	32	14	13	3	14
	Comb.	88	80	82	78	61	58	51	51	7	9	5	10
Positive Student Impact	10	77	76	63	62	39	45	30	29	5	9	15	15
	11	68	75	75	63	58	48	36	32	15	12	21	18
	Comb.	73	76	69	63	69	47	33	31	10	10	18	17
Master Plan and Mission	12	26	45	23	37	10	23	7	17	51	38	55	44
	13	21	47	23	44	8	29	10	25	56	37	55	38
	Comb.	24	46	23	40	9	26	9	21	54	37	55	41
Publicly Determined Outcomes	14	67	72	56	65	46	52	26	40	13	15	15	18
Communication and Teamwork	15	57	63	45	51	36	36	14	23	26	19	38	29
	18	48	55	52	46	24	28	13	19	36	23	23	32
	Comb.	53	59	49	48	30	32	14	21	31	21	31	31
Research Based Decisions	16	53	56	22	47	21	25	4	17	21	21	33	28
Staff Involvement	17	48	55	31	44	33	28	3	20	21	27	28	36
Staff Behavior Change	19	66	74	69	67	40	49	28	38	21	12	10	19
Mean of all items	Mean	64	78	71	70	41	45	16	31	0	6	6	10

Percent of Total Schools Responding to the SchQ: 83%
Percent of Elementary Schools Responding: 75
Percent of Secondary Schools Responding: 100

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	100%	78%	11%	48%
Mastery Teaching	100	76	0	46
Aligned Curriculum	100	93	100	81
Information System	100	65	26	39
Research Base	100	75	26	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 26

Percent of Total Staff Responding to the StQ: 55%
Percent of Elementary Staff Responding: 52
Percent of Secondary Staff Responding: 58

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	71%	82%	74%	77%	42%	59%	33%	48%	19%	7%	14%	11%
	2	62	75	48	67	26	48	19	37	26	11	22	17
	Comb.	67	79	61	72	34	54	26	43	23	9	18	14
Knowledge of OBE	3	57	78	66	74	36	57	38	53	28	11	17	14
Mastery Learning	4	70	77	68	77	47	54	42	52	11	11	15	13
	5	70	78	66	75	44	55	39	47	14	10	17	13
	6	87	93	86	86	73	77	48	63	5	2	5	6
	7	88	94	86	90	75	80	61	72	7	2	3	4
	8	67	69	65	70	43	41	32	39	13	16	12	14
	9	68	72	63	67	36	41	37	32	19	13	18	14
	Comb.	75	80	72	78	53	58	43	51	12	9	12	10
Positive Student Impact	10	68	76	36	62	26	45	8	29	21	9	31	15
	11	64	75	36	63	19	48	13	32	28	12	44	18
	Comb.	66	76	36	63	23	47	11	31	25	10	38	17
Master Plan and Mission	12	20	45	18	37	13	23	10	17	65	38	66	44
	13	18	47	20	44	10	29	10	25	72	37	70	38
	Comb.	19	46	19	40	12	26	10	21	69	37	68	41
Publicly Determined Outcomes	14	65	72	55	65	48	52	26	40	22	15	19	18
Communication and Teamwork	15	74	63	62	51	47	36	34	23	9	19	26	29
	18	81	55	82	46	63	28	62	19	5	23	11	32
	Comb.	78	59	72	48	55	32	48	21	7	21	19	31
Research Based Decisions	16	58	56	46	47	27	25	18	17	13	21	32	28
Staff Involvement	17	71	55	53	44	40	28	29	20	13	27	22	36
Staff Behavior Change	19	65	74	48	67	27	49	11	38	18	12	32	19
Mean of all items	Mean	73	78	64	70	25	45	10	31	2	6	7	10

Percent of Total Schools Responding to the SchQ: 63%
Percent of Elementary Schools Responding: 67
Percent of Secondary Schools Responding: 50

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	28%	78%	5%	48%
Mastery Teaching	28	76	2	46
Aligned Curriculum	71	93	100	81
Information System	24	65	7	39
Research Base	26	75	0	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 27

Percent of Total Staff Responding to the StQ: 70%
Percent of Elementary Staff Responding: 80
Percent of Secondary Staff Responding: 62

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	42%	82%	44%	77%	25%	59%	30%	48%	21%	7%	39%	11%
	2	42	75	32	67	21	48	18	37	33	11	64	17
	Comb.	42	79	38	72	23	54	24	43	27	9	52	14
Knowledge of OBE	3	96	78	91	74	87	57	65	53	0	11	4	14
Mastery Learning	4	67	77	50	77	29	54	23	52	13	11	36	13
	5	63	78	55	75	42	55	46	47	13	10	32	13
	6	88	93	83	86	71	77	61	63	4	2	0	6
	7	88	94	100	90	67	80	82	72	8	2	0	4
	8	52	69	57	70	30	41	48	39	26	16	35	14
	9	71	72	46	67	29	41	18	32	8	13	27	14
	Comb.	72	80	65	78	45	58	46	51	12	9	23	10
Positive Student Impact	10	67	76	19	62	17	45	33	29	17	9	67	15
	11	63	75	55	63	29	48	5	32	8	12	23	18
	Comb.	65	76	37	63	23	47	19	31	13	10	45	17
Master Plan and Mission	12	50	45	50	37	33	23	9	17	29	38	41	44
	13	67	47	64	44	42	29	32	25	17	37	18	38
	Comb.	59	46	57	40	38	26	21	21	23	37	30	41
Publicly Determined Outcomes	14	67	72	65	65	52	52	45	40	10	15	10	18
Communication and Teamwork	15	39	63	30	51	17	36	9	23	48	19	39	29
	18	50	55	48	46	25	28	13	19	38	23	30	32
	Comb.	45	59	39	48	21	32	11	21	43	21	35	31
Research Based Decisions	16	59	56	36	47	14	25	18	17	18	21	32	28
Staff Involvement	17	83	55	44	44	35	28	22	20	9	27	22	36
Staff Behavior Change	19	64	74	55	67	27	49	25	38	14	12	35	19
Mean of all items	Mean	65	78	52	70	17	45	0	31	0	6	0	10

Percent of Total Schools Responding to the SchQ: 67%
Percent of Elementary Schools Responding: 100
Percent of Secondary Schools Responding: 50

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	96%	78%	100%	48%
Mastery Teaching	96	76	100	46
Aligned Curriculum	100	93	100	81
Information System	0	65	0	39
Research Base	69	75	100	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 28

Percent of Total Staff Responding to the StQ: 52%
Percent of Elementary Staff Responding: 58
Percent of Secondary Staff Responding: 46

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	76%	82%	62%	77%	44%	59%	33%	48%	17%	7%	25%	11%
	2	71	75	58	67	45	48	32	37	14	11	22	17
	Comb.	74	79	60	72	45	54	33	43	16	9	24	14
Knowledge of OBE	3	72	78	72	74	44	57	46	53	18	11	22	14
Mastery Learning	4	73	77	70	77	51	54	50	52	20	11	20	13
	5	71	78	70	75	53	55	44	47	13	10	21	13
	6	89	93	84	86	60	77	52	63	10	2	13	6
	7	91	94	89	90	87	80	77	72	7	2	9	4
	8	59	69	71	70	30	41	31	39	22	16	10	14
	9	71	72	66	67	28	41	25	32	22	13	22	14
	Comb.	76	80	75	78	52	58	47	51	16	9	16	10
Positive Student Impact	10	64	76	54	62	38	45	22	29	23	9	22	15
	11	60	75	57	63	38	48	28	32	14	12	22	18
	Comb.	62	76	56	63	38	47	25	31	19	10	22	17
Master Plan and Mission	12	32	45	29	37	10	23	9	17	50	38	56	44
	13	56	47	44	44	31	29	22	25	30	37	36	38
	Comb.	44	46	37	40	21	26	16	21	40	37	46	41
Publicly Determined Outcomes	14	67	72	50	65	42	52	31	40	22	15	26	18
Communication and Teamwork	15	43	63	39	51	25	36	20	23	35	19	41	29
	18	43	55	39	46	14	28	16	19	28	23	45	32
	Comb.	43	59	39	48	20	32	18	21	32	21	43	31
Research Based Decisions	16	50	56	43	47	12	25	10	17	34	21	40	28
Staff Involvement	17	46	55	23	44	22	28	12	20	41	27	62	36
Staff Behavior Change	19	63	74	61	67	43	49	23	38	15	12	23	19
Mean of all items	Mean	68	78	60	70	28	45	10	31	8	6	12	10

Percent of Total Schools Responding to the SchQ: 50%
Percent of Elementary Schools Responding: 50
Percent of Secondary Schools Responding: 50

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	100%	78%	100%	48%
Mastery Teaching	100	76	100	46
Aligned Curriculum	100	93	100	81
Information System	100	65	100	39
Research Base	100	75	100	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 29

Percent of Total Staff Responding to the StQ: 50%
Percent of Elementary Staff Responding: 55
Percent of Secondary Staff Responding: 42

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	70%	82%	64%	77%	49%	59%	38%	48%	15%	7%	19%	11%
	2	65	75	58	67	46	48	33	37	16	11	20	17
	Comb.	68	79	61	72	48	54	36	43	16	9	20	14
Knowledge of OBE	3	70	78	72	74	46	57	43	53	14	11	18	14
Mastery Learning	4	72	77	76	77	58	54	53	52	15	11	13	13
	5	75	78	75	75	54	55	46	47	12	10	14	13
	6	91	93	84	86	72	77	55	63	4	2	4	6
	7	95	94	91	90	83	80	76	72	3	2	4	4
	8	59	69	71	70	32	41	36	39	23	16	14	14
	9	63	72	64	67	37	41	30	32	19	13	17	14
	Comb.	76	80	77	78	56	58	49	51	13	9	11	10
Positive Student Impact	10	66	76	58	62	39	45	28	29	13	9	18	15
	11	62	75	54	63	38	48	26	32	18	12	24	18
	Comb.	64	76	56	63	39	47	27	31	16	10	21	17
Master Plan and Mission	12	41	45	36	37	18	23	13	17	42	38	48	44
	13	52	47	47	44	34	29	23	25	32	37	37	38
	Comb.	47	46	42	40	26	26	18	21	37	37	43	41
Publicly Determined Outcomes	14	61	72	53	65	40	52	33	40	29	15	28	18
Communication and Teamwork	15	56	63	41	51	29	36	21	23	27	19	40	29
	18	41	55	35	46	16	28	9	19	35	23	47	32
	Comb.	49	59	38	48	23	32	15	21	31	21	44	31
Research Based Decisions	16	45	56	34	47	16	25	11	17	30	21	41	28
Staff Involvement	17	46	55	31	44	26	28	11	20	38	27	52	36
Staff Behavior Change	19	66	74	64	67	37	49	31	38	17	12	20	19
Mean of all items	Mean	70	78	57	70	27	45	14	31	7	6	10	10

Percent of Total Schools Responding to the SchQ: 80%
Percent of Elementary Schools Responding: 76
Percent of Secondary Schools Responding: 88

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	74%	78%	29%	48%
Mastery Teaching	93	76	51	46
Aligned Curriculum	91	93	86	81
Information System	72	65	22	39
Research Base	80	75	64	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 30

Percent of Total Staff Responding to the StQ: 12%
Percent of Elementary Staff Responding: 13
Percent of Secondary Staff Responding: 10

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	66%	82%	61%	77%	43%	59%	40%	48%	9%	7%	25%	11%
	2	63	75	53	67	37	48	24	37	15	11	28	17
	Comb.	65	79	57	72	40	54	32	43	12	9	27	14
Knowledge of OBE	3	66	78	54	74	45	57	36	53	21	11	30	14
Mastery Learning	4	72	77	65	77	43	54	41	52	14	11	25	13
	5	72	78	69	75	48	55	42	47	12	10	20	13
	6	88	93	82	86	73	77	62	63	1	2	9	6
	7	90	94	79	90	76	80	62	72	3	2	7	4
	8	65	69	62	70	42	41	40	39	20	16	21	14
	9	64	72	59	67	32	41	30	32	15	13	20	14
	Comb.	75	80	69	78	52	58	46	51	11	9	17	10
Positive Student Impact	10	55	76	48	62	30	45	16	29	10	9	20	15
	11	58	75	56	63	31	48	24	32	15	12	25	18
	Comb.	57	76	52	63	31	47	20	31	13	10	23	17
Master Plan and Mission	12	43	45	30	37	24	23	16	17	44	38	59	44
	13	39	47	41	44	22	29	21	25	44	37	49	38
	Comb.	41	46	36	40	23	26	19	21	44	37	54	41
Publicly Determined Outcomes	14	66	72	52	65	46	52	37	40	20	15	37	18
Communication and Teamwork	15	58	63	42	51	35	36	24	23	22	19	41	29
	18	46	55	34	46	25	28	11	19	30	23	48	32
	Comb.	52	59	38	48	30	32	18	21	26	21	45	31
Research Based Decisions	16	47	56	33	47	22	25	10	17	24	21	43	28
Staff Involvement	17	47	55	39	44	23	28	17	20	36	27	39	36
Staff Behavior Change	19	53	74	43	67	28	49	19	38	26	12	35	19
Mean of all items	Mean	61	78	56	70	28	45	16	31	6	6	21	10

Percent of Total Schools Responding to the SchQ: 58%
Percent of Elementary Schools Responding: 65
Percent of Secondary Schools Responding: 42

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	71%	78%	21%	48%
Mastery Teaching	69	76	15	46
Aligned Curriculum	84	93	61	81
Information System	72	65	26	39
Research Base	62	75	34	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 31

Percent of Total Staff Responding to the StQ: 41%
Percent of Elementary Staff Responding: 43
Percent of Secondary Staff Responding: 39

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	68%	82%	75%	77%	44%	59%	43%	48%	4%	7%	4%	11%
	2	56	75	71	67	26	48	36	37	16	11	10	17
	Comb.	62	79	73	72	35	54	40	43	10	9	7	14
Knowledge of OBE	3	62	78	58	74	40	57	39	53	19	11	22	14
Mastery Learning	4	60	77	68	77	31	54	39	52	23	11	17	13
	5	64	78	70	75	33	55	37	47	21	10	16	13
	6	92	93	87	86	66	77	57	63	2	2	5	6
	7	81	94	91	90	66	80	63	72	2	2	5	4
	8	60	69	69	70	33	41	35	39	24	16	13	14
	9	55	72	67	67	31	41	29	32	20	13	10	14
	Comb.	69	80	75	78	43	58	43	51	15	9	11	10
Positive Student Impact	10	56	76	61	62	28	45	23	29	17	9	11	15
	11	59	75	60	63	37	48	23	32	17	12	19	18
	Comb.	58	76	61	63	33	47	23	31	17	10	15	17
Master Plan and Mission	12	33	45	18	37	16	23	6	17	47	38	57	44
	13	38	47	37	44	22	29	12	25	40	37	38	38
	Comb.	36	46	28	40	19	26	9	21	44	37	48	41
Publicly Determined Outcomes	14	66	72	58	65	46	52	33	40	16	15	19	18
Communication and Teamwork	15	68	63	44	51	28	36	20	23	18	19	30	29
	18	58	55	50	46	26	28	19	19	18	23	28	32
	Comb.	63	59	47	48	27	32	20	21	18	21	29	31
Research Based Decisions	16	52	56	31	47	17	25	9	17	28	21	35	28
Staff Involvement	17	57	55	41	44	21	28	15	20	29	27	39	36
Staff Behavior Change	19	62	74	63	67	32	49	29	38	16	12	15	19
Mean of all items	Mean	68	78	66	70	18	45	11	31	10	6	7	10

Percent of Total Schools Responding to the SchQ: 59%
Percent of Elementary Schools Responding: 53
Percent of Secondary Schools Responding: 66

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	64%	78%	8%	48%
Mastery Teaching	58	76	0	46
Aligned Curriculum	99	93	65	81
Information System	36	65	19	39
Research Base	49	75	18	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 32

Percent of Total Staff Responding to the StQ: 50%
Percent of Elementary Staff Responding: 74
Percent of Secondary Staff Responding: 30

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	75%	82%	100%	77%	56%	59%	67%	48%	0%	7%	0%	11%
	2	81	75	54	67	50	48	44	37	0	11	0	17
	Comb.	78	79	72	72	53	54	56	43	0	9	0	14
Knowledge of OBE	3	59	78	89	74	41	57	56	53	12	11	0	14
Mastery Learning	4	82	77	67	77	71	54	44	52	0	11	22	13
	5	94	78	89	75	63	55	44	47	0	10	0	13
	6	100	93	100	86	77	77	89	63	0	2	0	6
	7	88	94	100	90	71	80	89	72	6	2	0	4
	8	100	69	50	70	35	41	38	39	0	16	38	14
	9	94	72	78	67	56	41	44	32	6	13	0	14
	Comb.	93	80	81	78	62	58	58	51	2	9	10	10.
Positive Student Impact	10	92	76	100	62	23	45	14	29	0	9	0	15
	11	79	75	100	63	29	48	38	32	14	12	0	18
	Comb.	86	76	100	63	26	47	26	31	7	10	0	17
Master Plan and Mission	12	8	45	100	37	0	23	0	17	85	38	100	44
	13	8	47	100	44	0	29	0	25	85	37	100	38
	Comb.	8	46	100	40	0	26	0	21	85	37	100	41
Publicly Determined Outcomes	14	23	72	29	65	15	52	14	40	54	15	57	18
Communication and Teamwork	15	25	63	67	51	6	36	33	23	63	19	17	29
	18	38	55	78	46	19	28	33	19	44	23	11	32
	Comb.	32	59	73	48	13	32	33	21	54	21	14	31
Research Based Decisions	16	21	56	17	47	0	25	0	17	36	21	67	28
Staff Involvement	17	31	55	88	44	13	28	38	20	44	27	13	36
Staff Behavior Change	19	69	74	88	67	8	49	63	38	15	12	0	19
Mean of all items	Mean	65	78	89	70	12	45	33	31	0	6	0	10

Percent of Total Schools Responding to the SchQ: 100%
Percent of Elementary Schools Responding: 100
Percent of Secondary Schools Responding: 100

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	92%	78%	65%	48%
Mastery Teaching	92	76	65	46
Aligned Curriculum	100	93	100	81
Information System	35	65	23	39
Research Base	85	75	35	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 33

Percent of Total Staff Responding to the StQ: 22%
Percent of Elementary Staff Responding: 21
Percent of Secondary Staff Responding: 23

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	61%	82%	59%	77%	37%	59%	28%	48%	21%	7%	19%	11%
	2	52	75	44	67	22	48	21	37	27	11	31	17
	Comb.	57	79	52	72	30	54	25	43	24	9	25	14
Knowledge of OBE	3	65	78	46	74	44	57	28	53	22	11	38	14
Mastery Learning	4	70	77	56	77	45	54	33	52	17	11	29	13
	5	70	78	55	75	44	55	30	47	15	10	30	13
	6	82	93	75	86	68	77	51	63	7	2	13	6
	7	87	94	79	90	69	80	58	72	3	2	10	4
	8	57	69	57	70	32	41	27	39	22	16	24	14
	9	60	72	50	67	28	41	20	32	16	13	27	14
	Comb.	71	80	62	78	48	58	37	51	13	9	22	10
Positive Student Impact	10	53	76	38	62	28	45	14	29	23	9	29	15
	11	56	75	34	63	31	48	15	32	24	12	38	18
	Comb.	55	76	36	63	30	47	15	31	24	10	34	17
Master Plan and Mission	12	26	45	18	37	9	23	8	17	58	38	65	44
	13	26	47	19	44	11	29	10	25	61	37	63	38
	Comb.	26	46	19	40	10	26	9	21	60	37	64	41
Publicly Determined Outcomes	14	60	72	49	65	38	52	27	40	24	15	29	18
Communication and Teamwork	15	49	63	38	51	29	36	17	23	30	19	43	29
	18	44	55	31	46	19	28	13	19	31	23	42	32
	Comb.	47	59	35	48	24	32	15	21	31	21	43	31
Research Based Decisions	16	36	56	33	47	12	25	9	17	36	21	43	28
Staff Involvement	17	48	55	31	44	24	28	14	20	34	27	47	36
Staff Behavior Change	19	55	74	35	67	33	49	13	38	25	12	36	19
Mean of all items	Mean	55	78	40	70	18	45	8	31	10	6	21	10

Percent of Total Schools Responding to the SchQ: 33%
Percent of Elementary Schools Responding: 33
Percent of Secondary Schools Responding: 33

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	22%	78%	8%	48%
Mastery Teaching	6	76	14	46
Aligned Curriculum	46	93	84	81
Information System	16	65	42	39
Research Base	34	75	6	49

DISTRICT WITH IMPLEMENTATION SCORE RANKING OF # 34

Percent of Total Staff Responding to the StQ: 26%
Percent of Elementary Staff Responding: 30
Percent of Secondary Staff Responding: 21

Percent of Staff Who Agree, Definitely Agree, and Definitely Disagree with Statements on the StQ

Factor on Questionnaire		Agree				Definitely Agree				Definitely Disagree			
	Statement#	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec	Dist Elem	State Elem	Dist Sec	State Sec
Attitude toward OBE	1	63%	82%	70%	77%	40%	59%	40%	48%	20%	7%	14%	11%
	2	51	75	56	67	25	48	26	37	27	11	23	17
	Comb.	57	79	63	72	33	54	33	43	24	9	19	14
Knowledge of OBE	3	68	78	68	74	46	57	49	53	18	11	17	14
Mastery Learning	4	70	77	77	77	49	54	49	52	19	11	11	13
	5	71	78	74	75	48	55	38	47	17	10	12	13
	6	87	93	92	86	68	77	70	63	6	2	4	6
	7	89	94	90	90	76	80	70	72	4	2	5	4
	8	65	69	66	70	40	41	36	39	19	16	15	14
	9	65	72	67	67	36	41	30	32	17	13	16	14
	Comb.	75	80	78	78	28	58	49	51	14	9	11	10
Positive Student Impact	10	63	76	57	62	34	45	28	29	17	9	15	15
	11	59	75	56	63	37	48	23	32	22	12	20	18
	Comb.	61	76	57	63	36	47	26	31	20	10	18	17
Master Plan and Mission	12	24	45	25	37	7	23	10	17	60	38	56	44
	13	20	47	25	44	7	29	9	25	64	37	56	38
	Comb.	22	46	25	40	7	26	10	21	62	37	56	41
Publicly Determined Outcomes	14	53	72	56	65	31	52	28	40	29	15	25	18
Communication and Teamwork	15	35	63	44	51	11	36	17	23	40	19	37	29
	18	19	55	30	46	4	28	10	19	55	23	43	32
	Comb.	27	59	37	48	8	32	14	21	48	21	40	31
Research Based Decisions	16	30	56	37	47	8	25	12	17	44	21	38	28
Staff Involvement	17	29	55	36	44	13	28	15	20	49	27	48	36
Staff Behavior Change	19	52	74	56	67	31	49	24	38	26	12	25	19
Mean of all items	Mean	53	78	56	70	16	45	14	31	12	6	11	10

Percent of Total Schools Responding to the SchQ: 47%
Percent of Elementary Schools Responding: 45
Percent of Secondary Schools Responding: 52

Percent of Teachers Using Five OBE Practices

OBE Practice	District Elementary	State Elementary	District Secondary	State Secondary
Mastery Learning	21%	78%	3%	48%
Mastery Teaching	23	76	2	46
Aligned Curriculum	55	93	35	81
Information System	32	65	18	39
Research Base	36	75	14	49